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ABSTRACT

The Michigan Business Assistance Corps (MBA Corps) was established by the University of Michigan Business School in 1990 to assist emerging democracies in Eastern Europe in successfully negotiating the process of economic privatization, while at the same time providing Michigan Business School graduate students with a unique international experience. MBA students have served as consultants with companies in Poland and Russia, helping to establish accounting systems, develop marketing strategies, and other management tasks. The MBA Corps was supported by the Fund for the Improvement of Postsecondary Education of the U.S. Department of Education from 1991-1994; 51 MBA consultants participated in the program. The MBA Corps has had significant positive impacts on its participants, including the student consultants, the host companies, and the Michigan Business School. The students gained increased understanding and respect for other cultures, a better understanding of the difficulties facing emerging economies, and career insights. The host companies have been enthusiastic and most have requested to continue serving as hosts for student consultants. The countries have also reported impacts on their public policy. (Five contain assessments of the program for the various constituent groups.) (KC)

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ED 415 421

Final Report

Michigan Business Assistance Corps

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by

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Program Officer: Sandra Newkirk

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SUMMARY PARAGRAPH:

The Michigan Business Assistance Corps (MBA Corps) was established by the University of Michigan Business School to assist emerging democracies in Eastern Europe successfully negotiate the process of economic privatization, while at the same time providing Business School graduate students with a unique international experience. MBA students have served as consultants with companies in Poland and Russia, helping to establish accounting systems, develop marketing strategies, and other management tasks. The MBA Corps has been supported by FIPSE from 1991 to 1994 -- during which time 51 MBA consultants participated in the program. The MBA Corps has had significant impacts on its participants, including the student consultants, the host companies, and the Michigan Business School.

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MBA International Corps

Final Report, 1991-1994

Executive Summary 1
- Project Overview 1
- Purpose 1
- Background and Origins 1
- Project Description 1
- Evaluation/Project Results 2
- Summary and Conclusions 3

Project Overview 4
Purpose 4
Background and Origins 5
Project Description 6
- Company Selection Process 6
- Student Selection Process 6
- Orientation Program 7
- Financial Package for Interns 7
- Internship 7

Evaluation/Project Results 8
- Students 8
- Host Companies 9
- Public Policy in Poland 10
- The Michigan Business School 10
- Internationalization and Institutionalization 11
- Office for the Study of Private Equity Finance (OSPEF) 11
- Research on Polish Company Formation 12
- Replication of the MBA Corps at other Schools 12
- Domestic MBA Corps 12
- Evaluation Outcomes 13
- Comparative Ratings 1992, 1993, 1994 14

Summary and Conclusions 15

Appendices

A. Assessing the Impact of the MBA Corps on the University of Michigan's School of Business Administration
B. Evaluation Report for the 1992 Michigan Business Assistance (MBA) Corps
C. Assessing the Impact of the 1993 MBA Corps on MBA Student Consultants and Host Companies in Poland and Russia
D. Evaluation Report for the 1994 Michigan Business Assistance (MBA) Corps Program
E. Information for FIPSE

Executive Summary

Project Overview

The Michigan Business Assistance Corps arranges summer internships for MBA graduate students from the Michigan Business School with private and public enterprises in Poland and Russia. The MBA graduate students provide a variety of consulting services to the host organization. The MBA Corps has been supported by FIPSE from 1991 to 1994 -- during which time 51 MBA consultants participated in the program, serving over 50 companies and agencies in Poland and Russia.

The MBA Corps has provided host companies with valuable business resources, provided student interns with a unique international business experience, and has helped create a more international perspective at the Michigan Business School.

Purpose

The MBA Corps was established to assist emerging democracies in Eastern Europe to successfully negotiate the challenging process of economic privatization, while at the same time providing Business School graduate students with a unique international experience. MBA students have served as consultants with a wide array of organizations in Poland and Russia, helping to establish accounting systems, develop marketing strategies, compose business plans, and other management tasks.

Background and Origins

The MBA Corps was conceived in 1989 by Dr. Edwin L. Miller, Professor of Business Administration, and implemented by Marian J. Krzyzowski, Director of the Business and Industrial Assistance Division. The first group of nine interns were sent to Poland in the summer of 1990. Based on its initial success, the program was expanded, and FIPSE funds were received from September, 1991 - September, 1994.

Project Description

The MBA Corps has been managed and administered by Marian J. Krzyzowski since its inception. During the fall term of each year, the MBA Corps program is advertised and promoted among first year MBA graduate students. Interested students apply for selection to the MBA Corps program during the winter term by submitting a resume and a short essay describing their reasons for applying. Based on their resumes and essays, student applicants are interviewed by the MBA Corps director, and selected by the host companies. Companies and agencies in Poland and Russia are selected according to several criteria, including the significance and quality of proposed projects and the willingness of the host to offer a responsible and meaningful internship.

An orientation is provided to the Corps participants by the University's Center for Russian and East European Studies. The training consists of a survival Polish language course, and a thorough overview of Polish history, culture, politics, economics, and business practices.

The student consultants generally interact with their hosts via phone and/or fax prior to their departure. Upon arrival in the host country, the consultants are met at the airport by a company representative, and thereby begin their internship.

During the course of the internship, the MBA Consultants have access to a research assistant at the Michigan Business School to provide needed information and data for their assignments.

Evaluation/Project Results

The MBA Corps has had significant impacts on its participants -- including the student consultants, the host companies, and the Michigan Business School. The majority of MBA Student Consultants found the MBA Corps to be a unique opportunity that was both personally and professionally enriching. The program provided them with an opportunity to apply their business knowledge and skills, and gain applied experience as consultants in the international arena.

Participants described many positive outcomes, including an increased understanding and respect for other cultures, a better understanding of the difficulties facing emerging economies in Eastern Europe, and increased self-confidence. Additionally, nearly all student participants have indicated that the program influenced their thinking about their career in business. Many expressed the desire to continue the business relationships that they fostered while in Poland and Russia, and plan to return to the country in the near future.

The majority of host companies in Poland and Russia have expressed enthusiastic satisfaction with the MBA program, and most have requested to continue serving as hosts for student Consultants. The Polish and Russian companies are eager to continue to strengthen linkages with the MBA Corps and the University's School of Business Administration. Several host companies have made job offers to the MBA Consultants after their graduation. Additionally, several managers of Polish host companies have subsequently been appointed or elected to senior governmental positions -- including the office of Prime Minister. These officials have indicated that the MBA Corps impacted their public policy views related to business and economics.

The MBA Corps has impacted both students and faculty at the Michigan Business School. The experiences of students and faculty with the MBA Corps have contributed very positively to the evolving international culture of the Business School. This translates into a heightened awareness and appreciation of the globalization of business and the proactive posture of American business towards emergent economies.

Student interns have prepared formal business cases based on their work experiences in Polish and Russian firms. These cases have been used on an informal basis by professors in the MBA program as part of their teaching of international business. These cases are a comprehensive resource for Business School faculty and students, and managers attending Executive Education seminars.

The MBA Corps has stimulated several noteworthy outcomes at the Michigan Business School and elsewhere. A major goal of the MBA Corps has been to ensure the institutionalization of the Corps within the Business School once FIPSE moneys are no longer available. This goal has been accomplished with the merger of the MBA Corps into the William Davidson Institute. The Davidson Institute is a direct outgrowth of the MBA Corps and has already begun to draw on the experience and materials developed by the MBA Corps to launch its internship program.

Discussions have also begun on incorporating the MBA Corps experience into the Business School's Office for the Study of Private Equity Finance (OSPEF), which conducts research, teaching, and service in the area of financial innovation and entrepreneurial activity in emerging and established economies.

A number of Business Schools have contacted the director of the MBA Corps during the past year seeking advice and assistance in developing their own MBA Corps programs.

A very significant outcome of the MBA Corps has been the development of a *domestic* version of the program. The Michigan Business School initiated the Domestic MBA Corps program two years ago, and has placed 23 student interns in community nonprofit organizations and agencies during the summers of 1993 and 1994.

Satisfaction with the MBA Corps among the student consultants and host companies has been positive, as documented by three annual evaluations of the program. Approval has increased in most categories between 1992 and 1994, indicating continued improvements in the program's administration and impacts.

Summary and Conclusions

The MBA Corps has been an unqualified success for all participants. The student interns report having an unparalleled business experience that impacted them both personally and professionally, leading a significant number to choose an internationally oriented career. The existence of the MBA Corps has influenced a more international perspective at the Michigan Business School, and has impacted course content and research interest. Most importantly, the Michigan Business School has committed to institutionalizing the pilot MBA Corps into a permanent component of the William Davidson Institute.

Finally, the International MBA Corps has led directly to the creation of the Domestic MBA Corps, which is rapidly becoming an integral part of the Michigan Business School.

Project Overview

The Michigan Business Assistance International Corps (MBA Corps) Program has been sending MBA graduate students to Poland and Russia since 1990 as management consultants working for individual companies, state enterprises, and chambers of commerce. The MBA Corps program has been supported by FIPSE from September 1991 to September 1994 -- during which time 51 MBA consultants participated in the program.

These interns are on assignment for periods of three months (generally during the summer between their first and second year of study) preceded by a three-week orientation program at the University of Michigan. The MBA Corps consultants have worked in a number of Polish and Russian organizations, assisting both private companies and state-owned enterprises in a variety of business related activities.

The purpose of this Final Report is to provide an overview of the results and outcomes of the International MBA Corps Program during the three years that it received FIPSE funding -- i.e. September 1991 - September 1994.

Purpose

The MBA International Corps was established at the Michigan Business School during the spring of 1990 to assist emerging democracies in Eastern Europe to successfully negotiate the challenging process of economic privatization, while at the same time providing Business School graduate students with a unique international experience. MBA students have served as consultants with a wide array of organizations in Poland and Russia, such as:

aerospace	manufacturing
arts management	agricultural equipment
banking	automotive supply
computer software/hardware	building supplies
construction management	public health
consulting	publishing
insurance	real estate development
leasing	retail/wholesale trade

The MBA consultants provide a variety of important business and management skills to their host organizations, and bring a western business perspective that is valuable in developing an effective 'corporate culture' at the host companies.

The types of skills and business tools provided by the MBA Consultants range widely, depending on the specific needs of each host firm, and include:

- accounting
- bank training
- business plan development
- commercial real estate development
- cost analysis
- economic restructuring
- health information systems
- joint ventures
- market research
- marketing/sales
- new product development
- quality assurance
- systems/operations planning
- strategic planning

Background and Origins

The MBA Corps was conceived in 1989 by Dr. Edwin L. Miller, Professor of Business Administration, and implemented by Marian J. Krzyzowski, Director of the Business and Industrial Assistance Division. The first group of nine interns -- selected from a pool of ninety applicants -- were sent to Poland in the summer of 1990. Poland was selected as the Eastern European country furthest along in its "revolution" and most receptive to the concept of a free market economy.

During the course of the summer, the student consultants wrote business plans, converted accounting systems, designed marketing strategies, and contributed to the process of revamping the Polish economy.

Based on its initial success, the program was expanded to include companies in Russia. FIPSE funds were received to support administration of the program from September, 1991 - September, 1994.

Project Description

The MBA Corps has been managed and administered by Marian J. Krzyzowski since its inception. While the actual internship period takes place during the summers, the MBA Corps consists of a series of activities that take place during the entire year, as outlined below:

Company Selection Process

The process of contacting and selecting potential host companies is essentially a year round task. Companies and agencies in Poland and Russia are selected based on several criteria, including the significance and quality of proposed projects, the fit between company needs and the skills of the MBA Consultants, the willingness of the host to offer a responsible and meaningful internship, and the ability of the company to provide housing and other support. Companies that provide a positive internship are often selected for consecutive summers, while companies that do not meet the program's standards are dropped.

Prior to the arrival of the MBA consultants at the end of May, the project director visits all the companies in Poland and Russia to ensure that preparations for the arrival of the Michigan interns are complete and to collect any last minute requests from the companies for the interns.

Student Selection Process

During the fall, the MBA Corps program is advertised and promoted among first year MBA graduate students. Students are invited to orientation meetings during which the program's goals are described, and interns from the previous summer describe their experiences. Students who have specific questions are encouraged to contact the MBA Corps director, and may be referred to previous interns for further one-on-one discussions.

Interested students apply for selection to the MBA Corps program during the winter term by submitting a resume and a short essay describing their reasons for applying. During the past three years, approximately 85-100 students applied for the program each year. Prior to the interview process applicants have an opportunity to meet individually with interns from the previous year to discuss various questions and concerns.

Based on their resumes and essays, approximately 30-40 student applicants are interviewed by the MBA Corps director. The names and applications of the top candidates are then submitted to the companies who make the final choice. Offers are made to the selected candidates by early March.

Orientation Program

A critical element of the MBA Corps program is the orientation training provided to the Corps participants by the University's Center for Russian and East European Studies. The training consists of a survival Polish language course, and a thorough overview of Polish history, culture, politics, economics, and business practices. The program is held for three weeks in May, just prior to the departure of the MBAs for Poland.

Since the number of interns going to Russia is still relatively small, a fully developed orientation program has not been held for the Russia bound students. However, the non-Russian speaking MBAs receive survival language training three times a week, beginning in April until the time they leave for their assignments. The Center for Russian and East European Studies has also assisted the MBA Corps in organizing four two-hour lectures on Russian history, culture and contemporary developments.

Financial Package for Interns

The MBA Corps consultants receive a financial package from the Business School, which includes a $1,500 monthly stipend and round-trip transportation to Poland or Russia. The host companies also participate in this cost. The Polish partners are providing accommodations and a $250 month stipend to cover the cost of living in Poland. The Russian partners are also providing room and board. The Business School funds are secured from corporate sponsors and foundations.

Internship

The student consultants generally interact with their hosts via phone and/or fax prior to their departure. Upon arrival in the host country, the consultants are met at the airport by a company representative, and thereby begin their internship.

During the course of the internship, the MBA Consultants have access to a research assistant at the Michigan Business School to provide needed information and data for their assignments. During the course of the summer the MBA Corps director visits the students and companies to ascertain progress and resolve problems. Additionally, the MBA Consultants can contact the MBA Corps director with any special needs or problems.

Evaluation/Project Results

The MBA Corps program has been evaluated by FERA (Formative Evaluation Research Associates, Inc.) during the summers of 1992 and 1993. The Business and Industrial Assistance Division (BIAD) conducted its own evaluation by interviewing student interns who participated in the program during the summer of 1994.

The information provided by the evaluation reports has been used to fine-tune the MBA Corps program on an ongoing basis. The three evaluation reports (1992, 1993, 1994) are included in the appendices.

The purposes of the evaluations were: 1) to assess the program's overall effectiveness; 2) to assess the program's impact on students; 3) to assess the program's impact on participating companies; and 4) to provide information which the program can use to further enhance and expand its services.

Data for the evaluations were gathered through individual telephone and face-to-face interviews with the students who participated in the program. The evaluation of the 1993 program also included a survey of participating Polish and Russian companies to assess the program's impact on their operations, as well as an assessment of the program's impacts on the business school.

The MBA Corps program has had significant impacts on its participants, including the student consultants, the host companies, and the Michigan Business School. Results and impacts are discussed below:

Students

The majority of MBA Student Consultants found the MBA Corps program to be a unique opportunity that was both personally and professionally enriching. The program provided them with an opportunity to apply their business knowledge and skills, and gain experience as consultants in the international arena. Participants

described many positive outcomes from the experience. These include an increased understanding and respect for other cultures, a better understanding of the difficulties facing emerging economies in Eastern Europe, and increased self-confidence.

Additionally, nearly all participants have indicated that the program has influenced their thinking about their career in business and believe that the experience will help them with future employment opportunities. Many expressed the desire to continue the business relationships that they fostered while in Poland and Russia, and plan to return to the country in the near future.

Overall, participants greatly valued their experience in the MBA Corps Program and felt their experience in the MBA Corps Program was one of growth and insight. All indicated that they would recommend the program to other interested MBAs. The success of the MBA Corps among the students is reflected in the fact that several interns indicated that the existence of the MBA Corps was a major reason they applied to the Michigan Business School.

Host Companies

The majority of host companies have expressed enthusiastic satisfaction with the MBA Consultants, and most have requested to continue serving as hosts in coming years. When asked what the company had hoped to achieve as a result of having an MBA Corps consultant, many respondents focused on two broad dimensions of organizational effectiveness: improvement of internal operations and the strategic management of the company.

There is a strong underlying theme that Polish and Russian companies are very eager to continue and strengthen linkages with the MBA Corps and the University's School of Business Administration. The fact that many companies have had previous MBA consultants and wish to continue linkages with the program is evidence of this. Further evidence is that some of their executives have mentioned that they were looking forward to having employees attend management workshops at the University, and possibly housing a University Business School representative at their center. Additionally, several host companies have made job offers to the MBA Consultants after their graduation.

These are encouraging signs that the relationships between the program and these companies are positive and getting stronger.

Public Policy in Poland

In addition to the direct impact that the MBA Corps has had on the Polish and Russian companies, the program has also impacted public policy in Poland. Several managers of MBA Corps host companies have subsequently been appointed or elected to senior positions in the Polish government. Indeed, a manager of one of the first MBA Corps host companies was later elected to the post of Prime Minister of Poland. After assuming his position, he invited all the MBA Corps interns to his office in order to officially acknowledge and honor their work. The free market principles brought to Poland by the MBA Corps interns have thus have a broad impact on policy and economic strategy.

The Michigan Business School

The MBA Corps has impacted both students and faculty at the Michigan Business School. The experiences of students and faculty with the MBA Corps have contributed very positively to the evolving international culture of the Business School. This translates into a heightened awareness and appreciation of the globalization of business and the proactive posture of American business towards emergent economies.

Student interns have prepared formal business cases based on their work experiences in Polish and Russian firms. These cases have been used on an informal basis by professors in the MBA program as part of their teaching of international business. These cases are a comprehensive resource for Business School faculty and students, and managers attending Executive Education seminars.

Professors have informally called upon returning interns as resources for understanding issues of conducting business in Poland and Russia. This practical knowledge of international business practices in emerging economies of Russia and Poland has helped to enrich courses by giving them a current, up-to-date perspective. This is important because change in these economies is occurring rapidly and published literature lags behind practitioner knowledge of current business realities. In addition,

the practical knowledge of doing business in these emergent economies helps other students to comprehend current business needs, practices, challenges and opportunities.

Above and beyond the direct impacts of the MBA Corps program described above, the program has stimulated several noteworthy outcomes at the Michigan Business School:

Internationalization and Institutionalization

A major goal of the MBA Corps has been to ensure the institutionalization of the Corps within the Business School once FIPSE moneys are no longer available. Dean B. Joseph White has announced that the MBA International Corps has been merged into the William Davidson Institute.

The Davidson Institute is a direct outgrowth of the MBA Corps and has already begun to draw on the experience and materials developed by the MBA Corps to launch its internship program. It is expected, that upon merging the Corps with the Davidson Institute operations, students will have the option of choosing from among the two types of internships.

Activities reported on in previous years' Annual Reports are continuing, including case study development and research. Several proposals to foundations and government agencies to establish joint internship programs in East Central Europe and the CIS with the Institute of Public Policy Studies and the College of Engineering are pending. If funded, these joint efforts would send policy, engineering, and business students into emerging economies as consultants to companies and public sector institutions.

The most significant impact of the MBA Corps and FIPSE funding on institutionalization and internationalization of the Business School continues to be through the William Davidson Institute

Office for the Study of Private Equity Finance (OSPEF)

Discussions have also begun on incorporating the MBA Corps experience into the business school's Office for the Study of Private Equity Finance (OSPEF), which conducts research, teaching, and service in the area of financial innovation and entrepreneurial activity in emerging and established economies. OSPEF has established an office in Gdansk, Poland, that is staffed permanently by two former MBA Corps interns. OSPEF plans to expand its presence in Poland by

sending additional MBA Corps students to Gdansk, Warsaw, and Krakow in coming years.

Research on Polish Company Formation

During one of his trips to Poland, the MBA Corps director was joined by Professor John Jackson of the Michigan Business School. Professor Jackson met with the MBA Corps interns and was introduced to a number of business leaders, entrepreneurs, public officials, and academicians. As a consequence, Professor Jackson developed relationships with the Polish Central Statistical Office and with the Jagiellonian University in Krakow, where he subsequently spent 4 months as a Fullbright Scholar. As a result, Professor Jackson obtained access to comprehensive and detailed data on business formation in Poland since 1990. He is in the process of analyzing this data and drawing policy and strategy conclusions that will be studied by Polish officials and business leaders.

Replication of the MBA Corps at other Schools

A number of Business Schools have contacted the director of the MBA Corps during the past year seeking advice and assistance in developing their own MBA Corps programs. The MBA Corps director provided detailed information to these schools, and three of them -- The College of William and Mary, the University of Maryland, and Ohio State University -- are in the early stages of establishing programs similar to the University of Michigan's MBA Corps. We anticipate that other schools and universities will draw upon the MBA Corps model as they seek to develop similar global assistance programs.

Domestic MBA Corps

A completely unforeseen consequence of the MBA International Corps in Poland and Russia has been the development of a domestic version of the program. Based on the success of the International MBA Corps program, the Michigan Business School initiated the Domestic MBA Corps program two years ago, and has placed 23 student interns in community nonprofit organizations and agencies during the summers of 1993 and 1994.

The Domestic MBA Corps demonstrates both the desire of many MBA students to undertake alternative service-learning internships with non-profit agencies, as well as interest among community and other non-profit

organizations in drawing upon the business expertise of these young professionals.

The purpose of the Domestic MBA Corps program is to apply the management and business skills of MBA student interns toward assisting non-profit agencies more effectively perform their mission of helping improve the quality of life of people and communities. The MBA Domestic Corps arranges summer internships of approximately 14 weeks duration for MBA students with agencies that are devoted to the social and economic empowerment of their clients, and to enhancing the quality of their communities. By hosting MBA interns who possess practical management and business skills, non-profit agencies benefit from expertise in strategic planning, cost accounting, marketing, quality control, public relations, information systems, and other important capabilities that can help the agency more effectively provide its services. At the same time, the MBA Corps interns are afforded a unique applied learning experience in community service work.

The Domestic MBA Corps is expected to grow to 20 placements in the summer of 1995. In addition, the Domestic MBA Corps was responsible for initiating a major University of Michigan proposal to the Americorps program. This proposal has been funded, and the MBA Corps is playing a leading role in its implementation.

Evaluation Outcomes

Ongoing evaluation of the MBA Corps has been conducted in order to assess the program's effectiveness, and to research its impacts on the student interns, the participating companies, and the Michigan Business School. The evaluation has consisted of a formative component and a summative component.

The formative component has examined issues related to the mechanics of managing and implementing the MBA Corps program. It examined areas related to the program's administration, including such issues as:

- procedures for selecting the host companies
- procedures for marketing the program and recruiting the MBA student applicants
- the orientation program
- the monitoring of activities and results during the internship, and
- reporting procedures following the completion of the internship.

The purpose of the formative evaluation is to determine how the design and implementation of the MBA Corps model can be modified and refined in order to improve the program's implementation and to enhance learning as a part of the interns' activities.

The summative evaluation has assessed the impacts and outcomes of the MBA Corps program on the students, the agencies, and the Michigan Business School. A series of questions addressed a number of important issues, including:

- Has the internship experience influenced the interns' choice of profession and career path ?
- What have been the program's short-term and long-term impacts on the host company's performance and provision of services?
- What percentage of companies have expressed a desire for continued participation in the program?
- How have attitudes and perceptions among Michigan Business School faculty and staff been influenced by the program?

Comparative Ratings: 1992, 1993, 1994

Below we present evaluation results of several key questions, comparing ratings from 1992, 1993, and 1994. (Complete evaluation reports for the three years are provided in the appendix.)

Table 1: Comparison of ratings for selected questions, 1992-1994

How would you rate...	1992	1993	1994
Logistical details of the program (transportation, housing, etc.)	3.5	3.7	3.8
Your company's preparation for your arrival and job assignment	3.0	2.8	3.6
The match between your assignment and your skills/experiences	4.3	3.9	4.8
The challenge of your internship assignment	3.6	3.7	4.5
The program's impact on your knowledge of international business	4.0	4.3	4.3
The degree to which your expectations for the program were met	3.9	4.0	4.4
I would recommend the program to other MBA students	4.7	4.6	4.9

As the table indicates, ratings of the MBA Corps program have increased in most categories between 1992 and 1994. It is noteworthy to note that ratings on several items declined between 1992 to 1993. This decline is primarily due to significantly lower ratings provided by the students who were sent to Russia in 1993 (most interns in previous years were placed in Poland). Since 1993 was the first year that the MBA Corps operated in Russia, the program encountered several difficulties that created particular challenges for the interns and the program director. However, most of these problems were overcome, as reflected by the higher overall ratings of the 1994 interns.

Most telling, perhaps, is the very high rating on the last question -- indicating that despite problems or any possible shortcomings, the interns overwhelmingly would recommend the program to other MBA students.

Summary and Conclusions

The MBA International Corps has been an unqualified success for all participants. The student interns report having an unparalleled business experience that impacted them both personally and professionally, leading a significant number to choose an internationally oriented career. Indeed, several interns have returned to Eastern Europe following their graduation.

Additionally, the existence of the MBA Corps has influenced a more international perspective at the Michigan Business School, and has impacted course content and research interest. Most importantly, the Michigan Business School has committed to institutionalizing the pilot MBA Corps into a permanent component of the William Davidson Institute.

Finally, the International MBA Corps has led directly to the creation of the Domestic MBA Corps, which is rapidly becoming an integral part of the Michigan Business School.

Appendix A

Assessing the Impact of the MBA Corps
On the University of Michigan's
School of Business Administration

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ASSESSING THE IMPACT OF THE MBA CORPS ON THE UNIVERSITY OF MICHIGAN'S SCHOOL OF BUSINESS ADMINISTRATION

Submitted to: Marian Kryzowski, Director
Michigan Business Assistance Corps
The University Of Michigan School Of Business Administration

MAY 1994

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TABLE OF CONTENTS

Page

INTRODUCTION 1

The Michigan Business Assistance (MBA) Corps 1

Methodology 2

IMPACT ON PROGRAM PLANNING, DEVELOPMENT AND IMPLEMENTATION 3

Evolution of the Overall Culture of the Business School 3

Enrichment of Specific Courses 4

Enrichment of Executive Education Programs 5

Development of William Davidson Institute 5

Creation of Domestic MBA Corps 6

IMPACT ON CURRICULUM DEVELOPMENT 7

International Business Case Development 7

Enrichment of Courses 7

Emphasis on Experiential Learning 8

IMPACT ON INTERNATIONAL PROGRAMS AND ACTIVITIES 8

Assistance in Securing Resources for Davidson Institute 8

Development of International Orientation Programs 9

Facilitation of Contacts with Foreign Businesses and Institutions 10

IMPACT ON DOMESTIC AND FOREIGN COLLABORATIVE RESEARCH 12

IMPACT ON ESTABLISHING PROFESSIONAL LINKAGES AT HOME AND ABROAD 12

Domestic Linkages with U.S. Universities 13

Foreign Linkages with Universities, Government and Business 13

People to People Linkages -- Linking Tomorrow's Business Leaders 14

MBA CORPS' MOST IMPORTANT ACHIEVEMENTS 14

Salience of International Business Issues Among Students and Faculty 15

Student Enrichment 15

Internationalization of the Business School Culture 15
Creation of Partnerships with Other Parts of the University 16
FUTURE OF THE MBA CORPS WITHIN THE SCHOOL OF BUSINESS 16
MBA CORPS' REPUTATION IN THE BUSINESS SCHOOL AND UNIVERSITY 17
RECOMMENDATIONS FOR STRENGTHENING THE MBA CORPS 18
Selection of Strong Future Leadership 19
Financial Continuity 19
Adopt a Continuous Improvement Model 19
Home within the Business School 20
Creation of New Linkages 20
Understanding the Corps Consulting Life Cycle 20
CONCLUSIONS 20

APPENDIX A: List of Persons Interviewed

INTRODUCTION

This report summarizes the results of 10 in-depth, personal and telephone interviews with members of the University of Michigan's Business School and other University faculty and staff associated with the foreign MBA Corps. It is the second part of a three-part evaluation of the foreign MBA Corps: part one, an evaluation of impact on the MBA interns, has been completed; and part three, an evaluation of impact on host country firms and organizations, is still underway.

The Michigan Business Assistance (MBA) Corps

The MBA Corps is a pioneering summer internship program placing MBA student consultants in emerging democracies through eastern and central Europe. The consulting assignments, though varied, share the common goal of assisting nations in the transition to free-market economies. Launched in the spring of 1990, the MBA Corps sent the first wave of MBA consultants to Poland to help 15 Polish firms adjust to global markets. Prior to undertaking their three-month summer assignments, the MBA interns participated in an intensive, three-week orientation program, uniquely developed to meet their needs. Soon after competing this orientation, they were placed in a variety of private and state-owned companies spanning several regions and industrial sectors. Highly regarded by their host firms and organizations, they soon earned the reputation in the Polish press as Poland's "doctors of industry."

Through working with a wide variety of clients, the MBA student consultants were able to transfer management know-how widely and quickly. The exchange was mutual: the concept-rich MBA interns helped apply the latest business concepts and practices and the experience-rich East European business leaders provided lessons in grass roots entrepreneurism.

During its second and third years, the MBA Corps again sent about 10-15 MBA interns to Poland, focusing more attention on private Polish consulting

companies and newly established private chambers of commerce and industrial societies. It also sent students to Russia where they assisted both private companies and state-owned enterprises. The areas of assistance covered accounting, business plan development, cost analysis, joint ventures, commercial real estate development, economic restructuring, health information systems, new product development, systems and operations planning, market research, and strategic planning.

Building on the success of the international MBA Corps, the University of Michigan School of Business also launched the MBA Domestic Corps to apply the School's many resources to the solution of urgent social, civic, economic and environmental problems at home. The goals of the MBA Domestic Corps are: to give business school students a unique opportunity to exercise their developing skills in a challenging setting; provide valuable technical assistance to non-profit organizations which have limited access to such resources; and enable business sponsors and students to exercise corporate citizenship and volunteerism.

In 1994, the MBA Corps will sponsor another 15 MBA interns to Poland and Russia. The focus of this year's program will be to help lay the foundation for long-term, formal linkages with academic partners in Poland and Russia. Such linkages are expected to lead to student and faculty exchanges and joint research projects in succeeding years.

Methodology

The purpose of the interviews was to acquire information helpful in understanding the impact the foreign MBA Corps is having on the Business School and University, including administrators and faculty, local and international programs, curriculum, research, and professional networking and linkages. (See Attachment 1 for a list of persons interviewed.)

The sample for the interviews encompasses a wide range of stakeholders at the University, including Business School administrators, faculty and staff, and heads of other units at the University. In a sense, these stakeholders represent both internal and external "customers" for the MBA Corps. Individuals, whether speaking for their unit or themselves, have a relatively unique vantage point from which to view the MBA Corps. For this reason, the analysis focuses on how the MBA Corps met the needs of these "customers" and the quality of exchange between them and the Program. Wherever possible, we looked for convergent themes, representing a kind of "consensus" on some dimension or feature of the MBA Corps. We also tried to capture the uniqueness of response because of the divergent interests and needs of these "customers".

IMPACT ON PROGRAM PLANNING, DEVELOPMENT AND IMPLEMENTATION

Interviewees identified five major MBA Corps program impact: evolution of the overall culture of the Business School; enhancement of specific courses; enrichment of the Executive Education Program; development of the William Davidson Institute; and creation of the **domestic** MBA Corps.

Evolution of the Overall Culture of the Business School

The experiences of students and faculty with the MBA Corps have contributed very positively to the evolving culture of the Business School. This translates into a heightened awareness and appreciation of the globalization of business and the proactive posture of American business towards emergent economies. It also translates into important personal growth for students who have been challenged both professionally and personally by the experience. The professional challenge is to apply knowledge to situations where needs are great but where levels of sophistication and experience are often low. The personal challenge is stretching one's capacity to work and find satisfaction in situations that are often severely resource constrained, very unpredictable, and highly novel.

One respondent referred to this dimension as "the high opportunity culture for students."

Perhaps the two changes in the Business School culture most affected by the MBA Corps are: to make graduate business education more student-centered and experiential, and to inculcate in students a strong sense of public service by putting their special knowledge to work for people with less resources than themselves. The MBA Corps recognizes and encourages both the "selfless" and "selfish" sides of students' personal yearnings. The selfless side provides a chance for students to "contribute vital knowledge to the development of countries that are at historical crossroads." On the selfish side, there are "opportunities for entrepreneurship since many of these countries are the base of the next economic frontier."

It is difficult to partial out influences on the Business School culture of the MBA Corps and other foreign and domestic internship programs offered by the Davidson Institute and the Dean's Office (e.g., ones to Africa). All are contributing in some way to a new and heightened awareness of the globalization of business and its implications for programs, curriculum and research.

Enrichment of Specific Courses

Students returning from their internships in Poland and Russia have prepared business cases of their experiences. At first, this was a requirement of the MBA Corps internship program. Now it is an option that fewer students select. These cases have been used successfully in courses. They are not a formal part of the curriculum, but professors are aware of them and draw from them for teaching and class exercises and assignments.

Enrichment of Executive Education Programs

Student interns have also served as resource persons for Executive Education Programs of the Business School. They have given lectures and have served on panels discussing issues of international business.

Development of William Davidson Institute

The Business School has a strong "commitment to international transitional economies" such as those found in Poland and Russia. The MBA Corps speaks directly to that commitment. The MBA Corps has done pioneering work in helping to further the School's commitment in this area. Its achievements in Russia and Poland in no small way "helped us to receive the Davidson Institute, the School's major internationally focused activity."

The internship program of the Davidson Institute is modeled partly after the MBA Corps. The Davidson Institute interns, as part of faculty-led teams, assist East European firms as they go through the process of privatization. The Institute uses much of the basic training and orientation program, developed for the MBA Corps by the Center for Russian and East European Studies (CREES), modifying it in a few significant ways (see Figure 1).

Figure 1: Comparison of the MBA Corps and Davidson Institute Internship Programs

Program Features	MBA Corps	Davidson Institute
Size of firm	Mainly small firms	Mainly large firms
Length of student assignment in host country	Three months	Six to eight weeks
Scope of assignment	Able to make large contribution, included in more things	Have "interpreters" of business culture and cultural politics
Student autonomy or control of experience	High Starts with interests/needs of students	Medium/Low Starts with interests/needs of firm
Faculty involvement with students before, during and after internship	Low (Site visits)	High (Mentor role, site visits, debrief and follow-up activities in U.S.)
Host company linkage with University	Informal, participate in orientation in U.S.	Formal, built-in participate as team; student and faculty orientation in U.S. and in host country.

Creation of Domestic MBA Corps

The domestic MBA Corps was a direct offshoot of the foreign MBA Corps. The Business School seems to be pursuing a dual strategy of helping to improve the capacity of emergent foreign economies to participate in a world economy and improve the capacity of nascent programs in impoverished domestic areas to participate more effectively in local, state and regional economies, e.g., Focus Hope and Navajo enterprises.

IMPACT ON CURRICULUM DEVELOPMENT

According to interviewees, the MBA Corps is having three primary impacts on curriculum development in the Business School: development of international business cases for use in the MBA program; enrichment of courses; and an emphasis on experiential learning.

International Business Case Development

Student interns have prepared formal business cases based on their work experiences in Polish and Russian firms. These cases have been used on an informal basis by professors in the MBA program as part of their teaching of international business. These cases are a comprehensive resource for Business School faculty and students, and managers attending Executive Education seminars.

A professor of accounting will be taking three MBA Corps members to Poland and Hungary this spring through the auspices of the Office for the Study of Private Equity Finance in the Business School. He expects that these students will develop cases comparing accounting standards and methods used in host country firms. These cases will be used in his finance courses next fall.

Enrichment of Courses

Professors have informally called upon returning interns as resources for understanding issues of conducting business in Poland and Russia. This practical knowledge of international business practices in emerging economies of Russia and Poland has helped to enrich courses by giving them a current, up-to-date perspective. This is important because change in these economies is occurring rapidly and published literature lags behind practitioner knowledge of current business realities. In addition, the practical knowledge of doing business in these emergent economies helps other students to comprehend current business needs, practices, challenges and opportunities.

Emphasis on Experiential Learning

The concept of experiential learning is not new to the Business School, but it takes on a new meaning in the context of the MBA Corps. Student interns in Russia and Poland often are presented with exceptional opportunities to exercise leadership and initiative. They are often regarded as "experts" with critical specialized knowledge. Unlike many MBA graduates who take middle management jobs in U.S. firms, the MBA interns often are asked to assist the "management" team in making strategic business decisions. This experience cannot be measured against traditional textbook learning. Yet it is this kind of learning that gives students confidence in themselves as professionals and helps them to grow as individuals. From this standpoint, the MBA Corps provides students with a multifaceted laboratory for learning and achievement.

IMPACT ON INTERNATIONAL PROGRAMS AND ACTIVITIES

The most sizable impacts on international programs and activities have been in three areas: assistance securing resources for the Davidson Institute; the development of exceptional quality orientation programs for students, faculty and others; and the facilitation of contacts between University faculty and foreign academic institutions and private businesses.

Assistance in Securing Resources for Davidson Institute

The MBA Corps was influential in helping the Business School and the University of Michigan obtain resources for the Davidson Institute. In a sense, it was a "pathway" showing how the Davidson Institute might unfold. At a time when support for the Davidson Institute was under consideration, the MBA Corps was already demonstrating that a major U.S. Business School could provide valuable, direct assistance to industrial firms operating in transitional economies world wide. Both the MBA Corps and the Davidson Institute are built on a similar premise that the commitment to these economies will require a long-term program

of cooperation and direct assistance to individual firms. While both have stimulated needed applied research, they have emphasized assisting the management of these firms to make successfully these transitions. The MBA Corps was, and still is, a significant and convenient model for the leadership of the Davidson Institute to consider in its development of programs and activities. One could say that some of the key programs of the Institute are variations or enhancements of the MBA Corps. As one non-business school professor described, "Without the MBA Corps, the Davidson Institute would not have been able to move as quickly as it has (to establish itself)."

Development of International Orientation Programs

The MBA Corps has had a significant impact on the development and refinement of University-based international orientation programs for students, faculty and private, external customers. The most notable of these is the University's Center for Russian and East European Studies (CREES) which provides orientation training to student interns of the MBA Corps as well as to interns of the Davidson Institute, University faculty conducting international research, and to U.S. business leaders working abroad. The orientation program has steadily improved since its inception in 1989. It offers "survival" language, culture, history, political economy and business climate and culture courses. Some of these courses are led or taught by foreign nationals. The MBA Corps orientation was the pioneer pilot for these other orientation programs. It provided a base upon which to build, improve and expand the model.

Here's how one U of M faculty member describes the quality and value of the Center's orientation program for Poland, developed for the MBA Corps. "I needed a quick and thorough orientation on an Eastern European country where I planned to conduct some research. I found the orientation provided by the Center for Russian and East European Studies excellent. It was exactly what I needed -- a crash course to get me quickly up to speed on the host country, its economy,

political system, current issues, language, ways of doing business and interacting, and just plain survival tactics." He was doubtful that he could find such a high quality program elsewhere.

Facilitation of Contacts with Foreign Businesses and Institutions

The leadership of the MBA Corps has been "outstanding" in enabling contact between University faculty and foreign business firms and government institutions, particularly in Poland. This activity has been a spinoff of the MBA Corps, and its impact is largely attributed to the energy and motivation of the MBA Corps director. Several interviewees said the director was "a natural" at helping to make these connections. "He likes to do it, and he's great at it." But this activity is not as much linked to the MBA program as to the qualities of its director and leader.

A political scientist at the Institute for Pubic Policy Studies (IPPS) applauds the efforts the director of the MBA Corps made on his behalf to "open doors" at a university in Kracow, Poland, for his research on entrepreneurism. Through contacts made through the MBA Corps, the professor received an invitation from the Polish university and received a Fulbright research fellowship to conduct research there. The professor noted he would not have been able to make these contacts on his own. Some of the research could lead to one of the first comprehensive databases on private sector activity of emerging business firms in Eastern Europe. The database could greatly help American firms and investors wishing to work in Poland.

Another example is the effort the director of the MBA Corps made to assist a University of Michigan business professor and his colleague from another U.S. university to conduct research in a Polish business firm. The director of the MBA Corps arranged a meeting in Warsaw for the two professors and top management of a major television tube production facility outside of Warsaw. The

meeting was successful and the firm agreed to participate in the study.

The MBA Corps is helping to "feed" the Center for International Business within the University of Michigan's Business School with students to work in entrepreneurial ventures in Poland and Hungary. In many cases, the students will not even have definite assignments when they arrive in the host country. They work on teams with a Business School professor to identify firms needing assistance and then assist these firms to solve problems.

The MBA Corps has directly helped to stimulate faculty and Ph.D. level research in the Department of Sociology. A sociologist there credits the MBA Corps with his "conversion" to the study of "transmission of business expertise" as part of sociological inquiry. Before becoming acquainted with the MBA Corps, he was interested in the general area of the creation of expertise. After interviewing several of the 1991 and 1992 MBA Corps graduates and speaking with entrepreneurs in Poland, he became fascinated by the quality of exchanges between the MBA Corps members and members of the host firms. He sees the multiple exchanges between the concept-rich, experience-poor MBA students and "grass roots capitalists" in Eastern Europe, with often long family histories of entrepreneurism, as an extraordinary interchange, "a very complex transaction worth studying." Importantly, while this professor's early work was sponsored by the National Council for Soviet and East European Research, his later work was funded by the Center for International Business Education. These latter contacts were made through the MBA Corps, largely through "Marian's encouragement and openness."

A significant spinoff of the sociology professor's work is that a Ph.D. candidate from the department will do a dissertation on the emerging business class in Eastern Europe and another student has entered the Ph.D. program in sociology with the specific intent of studying this new business class.

IMPACT ON DOMESTIC AND FOREIGN COLLABORATIVE RESEARCH

The MBA Corps has not significantly contributed to collaborative research efforts between the University's Business School and host institutions in Poland and Russia. We should keep in mind, however, that the MBA Corps was not really designed to do that. Interestingly, researchers who have been helped by the MBA Corps gratefully acknowledge the role of the program in facilitating contact with firms and academic institutions abroad, but do not credit it with stimulating collaborative research. They see that as their own contribution. But they in no way downplay the role of the MBA Corps in enabling their research. Some acknowledge that it might not have happened if it were not for the MBA Corps.

From a more general perspective, the MBA Corps has helped the Business School implement its "international strategy." The exposure of faculty and students to international transitional economies has "without a doubt impacted their work."

IMPACT ON ESTABLISHING PROFESSIONAL LINKAGES AT HOME AND ABROAD

Along with its commitment to international transitional economies, the Business School is committed to develop partnerships with enterprises in transition both at home and abroad. In fact, the dual strategies of assisting domestic and foreign transitional economies are highly complementary. They are consistent with the broad underlying principle adopted by the Business School and many U.S. enterprises to "think global and act local."

Domestic Linkages with U.S. Universities

The MBA Corps is serving as a model international internship program for the Business School, the University at large, and other major universities in the United States. As we mentioned, the Davidson Institute internship program was

essentially built on the MBA Corps model, although it has developed some of its own unique features. In addition, several major U.S. universities, such as Ohio State, the University of Colorado, Indiana University, Notre Dame, Cornell, University of Texas, Washington State, and SUNY at Platsburg are looking at the MBA Corps as a model for their programs. Ohio State is furthest along. In April it sent a delegate to Michigan to learn more details about the model so it can adapt it to one of its international programs.

Foreign Linkages with Universities, Government and Business

Some businesses in Poland have participated in the MBA Corps for two or three consecutive years. These multiple-year associations are leading to additional opportunities for collaboration and assistance. For example, firms in Poland that are in their second, third and fourth years of intern support are asking for interns with specific skills. They see the MBA students as "experts" to help them solve strategic management issues in the firms. This has helped to make the linkages between the MBA Corps and these maturing firms more strategic. A good example of this is the relationship with Procter and Gamble (P&G) in Poland. There, teams of interns are working on a project to recommmend a strategy for distribution of P&G products to over 60,000 retail outlets in Poland. Faculty members of the Warsaw School of Economics are participating in this project along with counterparts at the Michigan Business School. The MBA interns are the drivers of the project, while the faculty provide guidance and support. For example, the Michigan Business School professor helped the interns to develop a presentation on the distribution project to the management of P&G.

We should keep in mind that in many parts of Eastern Europe there are no business schools period. Departments of economics and political science were often charged with studying relationships among people, work, management, resources, and the behavior of firms. Often this was done through a Marxist

perspective. It is not surprising, therefore, that some of the early Program linkages are with departments of economics.

There is also the case of a large Kracow computer retailer supported by interns over the past five years. This firms has sent its top managers to the U.S. twice to participate in the University of Michigan's Executive Education program. While in the U.S., these managers have talked to MBA Corps interns during their orientation about issues in doing business in Poland and other parts of Eastern Europe.

People to People Linkages -- Linking Tomorrow's Business Leaders

One respondent in describing the MBA Corps said that its real strength was in linking young people from the U.S. with their counterparts in Eastern Europe. He saw the MBA Corps as a program to help encourage connections between tomorrow's business leaders. "In the long-run, it is best to get the young people connected with other young people abroad."

MBA CORPS' MOST IMPORTANT ACHIEVEMENTS

We asked interviewees to identify what they believed to be the MBA Corps' most important achievements. The ones identified most frequently were: increasing the salience of international business issues among students and faculties; student enrichment; and the internationalization of the Business School culture. Other impacts were on new synergies among different units of the University around international business.

Salience of International Business Issues Among Students and Faculty

Interest in international business issues has increased in the Business School, particularly among students as a result of the MBA Corps (with over 40 returnees). Many faculty also have been "awakened" to the prospects of working

internationally. As one business school administrator said, "The emphasis on international work has become much more a part of Business School's culture."

Student Enrichment

The MBA Corps provides students with substantial enrichment opportunities. Interviewees noted: the MBA Corps provides "wonderful international opportunities" for students. Students get "a once in a life time type experience." The MBA program "broadened student horizons, expanding their sense of the role of business in the world." Students have an opportunity to help transitional economies in need and also to participate first hand in the "new entrepreneurial economies." As a result they can give something and get something special in return. They are afforded opportunities for personal growth and professional development in the same experience. Respondents noted: "Marian finds good placements for students and takes care of them once they're there." "Because MBA Corps members work with small firms, they are more likely to be included in more and more able to make a larger contribution to the firm. This makes the experience more rewarding for the MBA student."

Internationalization of the Business School Culture

The MBA Corps is contributing significantly to the internationalization of the Business School culture and the new spirit of globalization within the school. Respondents commented that: "The MBA Corps has set a dimension to the Business School that wasn't there before ... the idea that the School is inclusive not exclusive" in terms of opening up its doors and windows to a broader experience of the world for its students. "We're going to Africa and Latin America next year." "We are also contributing to the economies of the people we help. But this is secondary, given the scale of the program." Another respondent noted, "The MBA Corps has begun to illustrate that non-business school academics and business students can collaborate on issues and learn from one another."

Creation of Partnerships with Other Parts of the University

In addition, the program "has led to new relationship and synergies among groups on campus." A notable one is between the Russia and East Europe Studies Center (CREES) and the Business School. The MBA Corps is sensitizing the rest of the University to international business and ways of doing business in Eastern Europe.

A sociology professor notes that the MBA Corps "has given me a terrific database" (interviews with MBA Corps members and host firm leaders). From this database has arisen "a whole new set of intellectual problems about how you teach business in a post communist environment."

FUTURE OF THE MBA CORPS WITHIN THE SCHOOL OF BUSINESS

There was considerable uncertainty about the future of the MBA Corps within the School of Business. One person said, "It's up in the air." Some felt that if it were to survive, grow and expand, the MBA Corps needs a future home within the Business School for "financial backing, continuity and continued leadership" in the long-term. Some thought that the Davidson Institute was a natural home for it given its international focus, a cadre of associated faculty, and its strong internship program. Others thought it had a special mission, almost a Peace Corps type spirit, that would take students to "less developed part of world, riskier parts of the world" and have them work almost as change agents. From this perspective, the MBA Corps demonstrates to others "what can be" and how to bring about change. In the same spirit, the MBA Corps is being extended to domestic arenas, e.g., inner city or rural businesses and some minority-run or operated businesses, where people need to become more a part of mainstream business if they are to survive.

There is a strong sense among some respondents that the future of the MBA Corps should be handled very carefully, less something very fundamental about it is compromised or lost. These people felt strongly that the MBA Corps is not the same as other internship programs at the Business School or University and its uniqueness should be well-understood before it is absorbed, changed or abandoned. One respondent said, "It would be sad to have the MBA Corps absorbed by the Davidson Institute. It would lose its uniqueness, its focus on the student. You might as well kiss it good-bye if it gets absorbed that way." They continued, "Competition between internship programs is good. If everything is absorbed under one roof, there is the danger of the program becoming (bureaucratic) like the U.S. Post Office."

There seems to be a bottom line commitment at the Business School to provide opportunities for students to go into transitional economies to provide assistance as part of an internship program. But the specific approach and organizational structure for doing this long-term will have to be established. One interviewee commented, a lot will depend on "who's going to pay for what."

MBA CORPS' REPUTATION IN THE BUSINESS SCHOOL AND UNIVERSITY

The MBA Corps is very highly regarded within the Business School and University, largely due to its achievements. It is widely recognized as: providing students with an outstanding learning experience; playing a catalyst role linking various University faculty around international business issues; facilitating entree to foreign firms, academic institutions and government agencies for University faculty wishing to conduct research abroad; and contributing to the economic well-being of nations undergoing unprecedented social and political change. The MBA Corps interns are not unlike the early Peace Corps volunteers in that they are the forerunners and pioneers. There is a great deal of altruism here, too, in what these interns do that is affecting the Program's reputation. Interns are part of the new Business School culture that places a high value on dedication, service and

assistance to foreign and domestic communities in need. It is interesting that at the University the Business School is taking the lead to encourage these values among its students. The favorable reputation of the MBA Corps is spreading due to state and national media coverage. Aware of these developments, Business School administrators are using the MBA Corps as a recruitment tool to attract the nation's most promising business students to Michigan.

Other comments made by interviewees that are pertinent to the Program's reputation are:

- "It's quite well-known with about 90% of the IPPS faculty."
- "It's a high profile program in the Business School."
- "It's very visible and quite positive."
- "It's extremely well-regarded. Marian's very authentic, the real thing."
- "It's not too widely known within the University like a lot of other Business School programs."
- It's not too well-know in the University, but that's because of the University ... very large and decentralized."
- "Within the University, the MBA Corps has helped foster the image that the Business School is concerned with business in a larger, more global sense."
- "MBA students selecting Michigan are excited by the MBA Corps."

RECOMMENDATIONS FOR STRENGTHENING THE MBA CORPS

We asked interviewees to recommend ways the MBA Corps could be strengthened. They suggested several ways: selecting strong leadership for the future; obtaining steady financial backing; continuously improving its orientation program for students; creating new linkages with foreign business councils; and better understanding the life cycle of the consulting relationship with host country firms. Unless attributed to a single interviewee, the recommendations were offered by several individuals.

Selection of Strong Future Leadership

There was a universal sense that the MBA Corps would need strong and dedicated leadership to survive, and that the current director would be difficult to replace. Respondents commented: "He's such the right person." "He's close to irreplaceable." "We need another Marian."

Financial Continuity

Many others felt it needed steady financial backing. Right now, "the MBA Corps has to prove itself each time it goes out." It will need "better financing, more solid financing" to survive.

One interviewee lamented the difficulty of obtaining university support for even top notch programs. Even though it is "an outstanding program, the University keeps a 'hands off' posture towards it and other promising programs. The University is so decentralized. It shoots the Program with benign neglect." Others mentioned that, "verbal praise is not enough to keep it going," and "support from industry and the University are needed in the long-run."

Adopt a Continuous Improvement Model

Interviewees suggested that the MBA Corps, like any major program, could profit by adopting a continuous improvement model. Respondents commented: "Make it more informative to meet the needs of student interns." "Adopt a model of continuous improvement," listening to the voices of the various stakeholders (or customers). "It might try in-country orientation as is done with the Davidson Institute," a model also adopted by the U.S. Peace Corps.

Home within the Business School

The emphasis here was finding the right home to preserve its unique "student centered" approach. Other possible homes besides the Davidson Institute

were mentioned including the Office for the Study of Private Equity and Finance and the Center for International Business. One person commented, "The MBA Corps is probably at an optimal size now. At this size and relationship to the Business School, it can maximize its freedom to take risks and maintain its flexibility. They are important to maintain."

Creation of New Linkages

The MBA Corps would benefit "from linking with Western business advisement councils in Eastern European capitols." Composed of many former MBAs from Michigan and other top U.S. business schools, these advisement councils, in places such as Prague and Budapest, could help the MBA Corps link up with many small firms needing assistance. They are also excellent sources of learning about current business practices and the business climate.

Understanding the Corps Consulting Life Cycle

With renewed exposure to MBA Corps members over time, the nature of the exchange process, e.g., the transmission of expertise, is likely to change. Several respondents noted, "The needs of successful firms are likely to become more specific." This could affect MBA Corps member preparation, recruitment, length of required stay, and other factors. "Over time the fit between the technical expertise of the MBA Corps member and the needs of the host firm becomes a more important issue."

CONCLUSIONS

1. The foreign MBA Corps has been a tremendous asset to the University of Michigan's School of Business. Within the School, its reputation is very solid. It is widely recognized as a well-run, student-oriented program with many spinoff benefits for faculty. It is also recognized as contributing at least informally to curriculum development, largely through international business cases prepared by student interns and professors associated with

the Corps. It has also facilitated research activity of faculty in Eastern Europe by "opening doors" and "making key connections." Much of this is due to the strong leadership of the program director who was characterized as "energetic", "very open and positive" and "great fit" for the job. The only concerns about the MBA Corps were its long-term financial backing and its permanent home within the School.

2. The MBA Corps' reputation is also very positive with other units of the University, particularly with Literature, Science and Arts (LS&A) faculty members it has helped link with institutions and resource people in Eastern Europe. The MBA Corps has been a catalyst linking the Business School and other units of the University to foreign businesses and governmental and non-governmental institutions. It has also played this role within the University, stimulating collaborative international research, the development and refinement of high quality orientation programs on transitional economies for students and faculty, and professional networking.

3. The greatest enduring impact of the MBA Corps has been on the students themselves. The internships to Poland and Russia are widely regarded as having provided students with a "one of a kind" experience offering opportunities for both professional and personal growth. In the service of primarily small firms in Poland and Russia, the MBA students are often asked to think and act strategically. They are asked to do more and take more responsibility than they would in comparable U.S. based firms. Often they are involved in "survival" issues for these firms. On the personal side, they are often asked to work in severely resource constrained environments where they have to be able to think creatively on their feet and take risks in order to do well at their assignments. The challenges are great and so are

the potential rewards. The MBA Corps is being used as a recruitment tool by the Business School to attract promising students. The program's reputation is spreading beyond the School to the broader University of Michigan environment and the general public.

4. Another major impact of the MBA Corps is on the overall culture of the Business School. This impact has taken two primary forms: a new emphasis on experiential learning through "hands-on" personal experience in emergent economies worldwide, and a new sense of dedication to assist people and businesses in these transitional economies. Students and faculty are seeing the benefits of learning by doing. Student interns learn about businesses from top to bottom and get involved at a level where their contributions are vital to a firm's success. There is no substitute for this type of learning. Students also have opportunities to help firms that are "concept and resource poor" but very rich in vision, energy and perseverance. Successfully assisting these firms often means job creation, economic development and movement to the table of global business. The excitement for the MBA Corps interns is the realization that they helped to get these firms there. Another payoff for MBA Corps interns is to do pioneering work with firms that are likely to be part of the 21st century's "economic frontier". The MBA Corps has helped bring issues of globalization of business and the needs of transitional economies into sharper focus among students and faculty of the Business School. There is more discussion and movement towards alternative careers, collaborative research and long-term commitments to work in Eastern Europe. Some of this is happening already. The MBA Corps has given students and faculty more options and opened their eyes to new opportunities and possibilities.

5. The MBA Corps is having an informal impact on curriculum development within the Business School largely through the development of international business cases based on their overseas experiences. Students have also served as resources in seminar discussions about practical and strategic issues of doing business in Eastern Europe.

6. The MBA Corps is helping to shape the research agendas of faculty in other units of the University. The best examples of this are faculty who have changed the focus of their research as a result of their exposure to work of the MBA Corps in transitional economies. The facts that doctoral students in other University units are working with data generated by the MBA Corps, and now have access to international resources made possible through the MBA Corps, are significant contributions of the program to the University at large.

7. The long-term financial support for the MBA Corps and its future home within the Business School are important issues to resolve. There is significant concern that the MBA Corps keep its unique features, i.e., its strong, student-centered approach and its focus on small, transitional firms. Maintaining a focus on the small transitional firm and keeping a strong student emphasis could help the program secure future funding.

Appendix 1

LIST OF PERSONS INTERVIEWED

List of Persons Interviewed

Prof. Joe White, Dean
School of Business
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Appendix B

Evaluation Report for the 1992
Michigan Business Assistance (MBA Corps)

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EVALUATION REPORT FOR THE 1992 MICHIGAN BUSINESS ASSISTANCE (MBA) CORPS PROGRAM

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TABLE OF CONTENTS

	PAGE
I. INTRODUCTION	1
II. PROGRAM BACKGROUND	2
III. IMPACT OF THE EXPERIENCE ON MBA PARTICIPANTS.	3
Expectations for the Program	3
The Program's Effect on Participants' Knowledge and Skills	4
Influence on Participants' Career Objectives and Future Employment	5
IV. PARTICIPANTS' ASSESSMENT OF MAJOR PROGRAM COMPONENTS	6
The Selection Process	6
The Orientation and Training Program	7
Participants' Understanding of Program Details	8
Participants' Experience While Overseas	9
V. THE PROGRAM'S IMPACT ON THE PARTICIPATING COMPANIES	11
VI. PARTICIPANTS' OVERALL ASSESSMENTS OF THE PROGRAM	12
Overall Reactions and Impact	12
Program Strengths	13
Program Weaknesses	13
Recommendations to Improve the Program	13
V. SUMMARY	14

APPENDIX A: Data Summary of the Interviews with the 1992 MBA Corps Consultants

I. INTRODUCTION

This document presents the findings of an evaluation of the 1992 University of Michigan Business Assistance (MBA) Corps Program conducted by FERA (Formative Evaluation Research Associates, Inc.) of Ann Arbor, Michigan. FERA worked in collaboration with the MBA Corps Project Director (Marian Krzyzowski) to design the evaluation to answer the key evaluation needs of the program.

The 1992 MBA Corps Program is the second year the program has been evaluated. An earlier evaluation of the 1991 program was conducted which focused on collecting formative information which could be used to refine and enhance the program. Additionally, this evaluation collected information about the impact of the program on MBA students. The purposes of the evaluation of the 1992 program were: 1) to assess the program's overall effectiveness; 2) to assess the program's impact on students; 3) to assess the program's impact on participating companies; and 4) to provide information which the program can use to further enhance and expand its services.

Data for the current evaluation were gathered through individual telephone interviews with the students who participated in the 1992 MBA Corps Program. The interviews lasted approximately fifty minutes and took place during February and March 1993. Interviews were completed with twenty-three of the twenty-five students. The original evaluation plan for the 1992 program also included a survey of participating Polish and Russian companies to assess the program's impact on their operations. However, due to resource constraints, the survey of participating companies has been shifted to next year.

This report is organized into seven sections. The Introduction is followed by Section II which provides a brief description of the Michigan Business Assistance Corps Program and its goals. Section III describes the impact of the experience on the lives of students who participated in the MBA Corps Program. It is followed by participants' assessments of the major program components in Section IV. Section V presents participants' views of the program's impact on the participating companies in

Poland and Russia. Next, participants' overall assessments of the program are presented in Section VI together with their views of the strengths and weaknesses of the program and their recommendations to improve the program. The final section is an overall summary of the report. Additionally, Appendix A contains a data summary of the interviews with the MBA Corps participants.

II. PROGRAM BACKGROUND

The MBA Corps Program is sponsored by the University of Michigan School of Business Administration with funding support provided by the Fund for the Improvement of Post-Secondary Education (FIPSE), priyate sources, and the University of Michigan. The program was initiated in 1990 and is now beginning its fourth year of operation. The primary goals of the program are to enhance the professional and educational experience of graduate business school students, expand the globalization of the School's business curriculum, and support the development of market economies in Eastern Europe. The objectives of the program as described in the first-year FIPSE proposal include the following:

1. Providing a unique and meaningful professional experience for graduate students at a relatively low cost.

2. Enhancing the technical skills of the students as well as providing intercultural training in language and customs.

3. Internationalizing the business curriculum with the addition of courses and cases generated by the experiences within the program. Cases would then be disseminated not only within the School of Business Administration but would be made available to other universities.

4. Exposing faculty to international business research opportunities.

5. Laying the groundwork for the establishment of direct cooperative programs between the University of Michigan and Polish institutions of postsecondary education.

6. Encouraging other U.S. business schools to adapt this model in structuring international business programs.

7. Within Poland, the goal is to build institutional capacity in the areas of management and business practices and education.

The program is staffed by a full-time project director and a half-time secretary. The program places graduate business students in consulting roles with Eastern European companies and enterprises where the students can use their business skills and knowledge to contribute to the performance of the companies. During the first two years of the program, students consulted with companies in Poland. In 1992, the program was expanded to include placements in Russia as well. Twenty-five students participated in the program in 1992--twenty-three students in Poland and two students in Russia. Seventeen of the students received full funding from the program, six students elected to participated with partial funding, and two students chose to participate without any program funding.

The major activities of the program include:

1. The identification of placements in Eastern Europe;
2. Recruiting and selecting graduate business students to serve as MBA Corps consultants;
3. Matching selected students with appropriate placements;
4. Conducting an orientation program for MBA consultants which includes training in the language of the host country, as well as an overview of the country's history, culture, current business practices, economics, and political climate;
5. Three month consulting assignments in Eastern European companies or enterprises; and
6. Written case studies of the companies with which MBA consultants were involved.

III. IMPACT OF THE EXPERIENCE ON MBA PARTICIPANTS

This section describes students' motivations and expectations for participating in the MBA Corps Program, the program's impact on their knowledge and skills, and the influence that the consulting experience had upon their career decisions and future employment.

Expectations for the Program

Participants were asked about their motivations for applying to the MBA Corps Program. Three major themes predominate. The majority of the students stated that they were interested in: 1) enhancing their knowledge about how business is conducted in another country; 2) broadening their experience base and challenging themselves; or 3) applying their

skills in an environment where they would have a real impact. Many students specifically pointed out that they did not expect to learn specific skills. For example, one respondent stated, "[I had] no high expectations about learning a particular thing or area." Another replied, "[I was] not necessarily looking for an experience directly related to the work I'd do." Following are the major themes and some representative quotes.

> **Enhancing their knowledge about how business is conducted in another country.** "To understand how business is conducted in another country." "To experience an emerging economy." "To understand the economic, political, and business problems and opportunities in Eastern Europe."
>
> **Broadening their experience base and challenging themselves.** "To get a different experience." "To experience another country and culture." "To get a less U.S.-centered focus on life." "To challenge myself in a new environment." "To learn to be a self-starter."
>
> **Applying their skills in an environment where they would have a real impact.** "The opportunity to work in a small company and have more impact." "To use business to help people."

The perspectives expressed above help assess how well the goals of the program have been communicated to students and the extent to which students' expectations match those of the program.

The Program's Effect on Participants' Knowledge and Skills

Participants were asked to what extent the program enhanced their knowledge or skills in five areas. These areas are: 1) knowledge of business; 2) knowledge of international business; 3) technical skills; 4) consulting skills; and 5) their ability to work with individuals of another culture. Interviewees were asked to rate the impact of the program on each of these areas using a five point scale.* Students judged that their ability to work with individuals of another culture, their consulting skills, and their knowledge of international business were enhanced most significantly (mean ratings of 4.5, 4.1 and 4.0, respectively). They assessed their knowledge of business to have been enhanced somewhat and their technical skills to a lesser extent (mean ratings of 3.4 and 2.3).

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* Scale: 1 = Not at All ... 5 = A Great Deal

The relatively low rating given to the enhancement of technical skills was not considered a negative assessment by the students since it had not been a primary consideration in joining the program. Consistent with their motivations for applying to the program, students tended to see their role primarily as one of imparting their business knowledge and experience. The following comments reflect this perspective: "I didn't apply to the program to learn cutting edge technology, [but] to share my expertise and skills"; "I already had a fairly technical background"; "[It was] more a situation where I was utilizing my knowledge and bringing it to them ... which is fine"; and "I brought more than I got back--not a problem."

When asked in what other ways the experience has influenced them, the majority of students commented on the personal impact of their experience. Many described how the program has increased their understanding of and respect for other cultures. Others stated that the experience has increased their knowledge of the problems of emerging economies in Eastern Europe. This perspective was expressed by one student who stated, "[I now] empathize with the pain experienced due to war and economic hardship." Other participants stated that they have gained confidence in their ability to rise to a challenge.

Influence on Participants' Career Objectives and Future Employment

Participants were asked about the MBA Corps Program's impact on their thinking about a career in business, their course selections in the MBA program, and its anticipated impact when seeking employment in the future. Those interviewed felt strongly that the program has had and will continue to have a significant impact on their careers. Their responses when queried about its impact include "very much so," "incredibly influential," and "radically."

Nearly all students stated that the program has influenced their thinking about their career in business. Only one student replied that it had not influenced his/her thinking on this at all. Several said the program had either solidified or created a desire to work overseas or to have an international scope to their work in some way. Others said it solidified or created a desire to do consulting work. Two individuals said that it made them seriously consider not working in consulting. A few expressed an interest in working with transitional economies.

Two-thirds of the participants said that their experience in the MBA Corps Program has influenced their course selections. Of these, most said they have taken or plan to take more international courses. Some students also mentioned plans to take courses in cost accounting, corporate strategy, consulting, and venture capital.

All participants felt that their experience in the MBA Corps Program would help them with future employment opportunities. Most of the participants felt they would now have some experience that would distinguish them from other job candidates. Participants believed that employers would see that they could take risks and could work well in an unstructured environment. Additionally, the experience has increased their confidence and given them new insight into interpersonal relations. These characteristics, coupled with their international business experience, were viewed as valuable attributes to employers.

IV. PARTICIPANTS' ASSESSMENT OF MAJOR PROGRAM COMPONENTS

This section describes respondents' assessments of the major components of the program. These components are: the selection process, the orientation and training program, participants' understanding of program details prior to their travel to Poland or Russia, and their experience overseas. Respondents were asked to rate items in each area on a five point scale (with 5 being the most positive response) and to explain any ratings of 3 or below.

The Selection Process

The following four selection procedures were rated by participants: 1) written essays and resumes by applicants; 2) interviews with the MBA Corps Program director; 3) the selection process; and 4) the matching of MBA Corps consultants with companies. In general, they rated the essay/resume component and the process used to match consultants with companies highly, but gave mixed ratings to the interview and selection processes (mean ratings of 3.8, 4.0, 3.1, and 3.4, respectively). Their views regarding the latter two components are discussed in more detail below.

The major concern articulated by respondents regarding the interview process was that too much time was spent describing the program and not enough time actually interviewing or finding out about the applicant. Typical comments were: "[There was] not enough about my experiences" and "[It] was more a speech about the program than an interview." A secondary concern was that actual positions were not explained to applicants during the interview process.

The concerns participants had about the selection process focused on their lack of clarity regarding the selection criteria. Many commented that the criteria were vague or seemed arbitrary. A few felt that people were selected for their experience, rather than their enthusiasm or ability to adapt to new circumstances. They felt that it should have been the other way around. Many of those interviewed commented that the program director should have been given some assistance in conducting the interviews because of the large number of applicants.

The Orientation and Training Program

The orientation and training program was rated very highly overall (mean rating of 4.4) and received many enthusiastic comments from program participants. Comments included: "excellent instructors"; "training and preparation were great"; and "[training was] outstanding, almost a program in and of itself."

Participants were also asked to rate the training and preparation they received in four specific areas. These areas were: 1) the language of the country; 2) the political and cultural history of the country; 3) the country's business and economic practices; and 4) aspects of daily living in Poland or Russia. All were rated highly (mean ratings of 4.0 or above), with one exception. Participants' assessments of the training they received about the host country's business and economic practices were more varied (mean rating of 3.7). Many commented that they would have liked more specific and more practical information regarding how business is conducted in the country. Examples of such comments include: "[More on] day-to-day"; "What is going on now?"; "Macro was very good, but micro insufficient"; "[More on] how business is done, e.g., how people don't like to document"; "What are specific business practices?"; "Heavy on history and culture, but very little on business." Several individuals also commented that they would have liked to have heard from people with actual experience in Poland.

Participants' Understanding of Program Details

Participants were asked how well informed they felt about various program details prior to their assignment in Poland or Russia. Specifically, they were asked about their understanding of: the objectives of the MBA Corps Program; the company to which they were assigned; their potential job responsibilities; and the logistical details of the program (e.g., transportation, housing, and compensation). Overall, the majority of those interviewed felt well informed about the objectives of the program, but substantially fewer felt well informed about the other aspects of the program.

While the vast majority felt well informed about the objectives of the program (mean rating of 4.0), some asked whether the main objective was students' learning or providing assistance to Polish companies. One person, believing the focus of the program should be on helping Polish companies, asked, "But people worked for Proctor & Gamble--how does this help Eastern Europe?"

Participants' sense of the information they were given about the company to which they were assigned and their potential job responsibilities varied greatly (mean ratings of 3.4 and 2.8, respectively). Some students felt they had been well informed while many others felt that they had been given very little information. Interestingly, among those who felt they had not been given much information, some individuals considered the lack of information to be a problem, while others did not. No discernible pattern of characteristics was found which distinguished these two groups.

Typical comments from those who were not concerned about the lack of information were: "The program's responsibility was to do general matching and it was my responsibility to find out a lot about the company"; "I didn't know too much, [but it was] not a problem"; "It was up to me to call the company, which was fine"; and "There wasn't much to know in advance". On the other hand, those who viewed the situation negatively said: "The company didn't know what to do with me"; "I knew a little, but it turned out different"; "They didn't know I was coming. The president had never heard of me"; "[My job responsibilities were] very different from what was described to me, and part of the reason I went was for the first description I was given"; and "Main issue is I needed information to make the decision [whether or not to join the program]."

Participants were also divided in their opinions regarding the information they were given about the logistical details of the program (mean rating of 3.5). While over half felt well informed, many did not. The area of most concern was compensation. Some typical comments included: "I was promised per diem and didn't get it"; "I wasn't sure who was paying me and it was difficult to get it consistently"; "I had to use my own money for a while at first"; and "Compensation from the company was not what I expected". Some individuals also commented on their arrival in the host country. Their concerns were: "I had no direction for where to go and [went] with someone who was at the station for someone else ... "; and "I had no address or phone number to give my family before I left."

Participants' Experience While Overseas

Students were asked to rate nine aspects of their experience while overseas. These aspects were: 1) the company's preparation for their arrival and job assignment; 2) communication with the company; 3) the match between the company assignment and the student's skills; 4) the match between the company assignment and the student's career interests; 5) the challenge of the work assignment; 6) the importance of the work assignment to the company; 7) the level of support received from the MBA Corps staff; 8) compensation; and 9) housing. Students rated each using a 5-point scale with five being the most positive response. While their assessments are generally positive, they vary considerably among participants and across the nine program aspects.

Of all the program aspects, participants rated the match between the company assignment and their skills most highly (mean rating of 4.3). Most also felt that there was a good match between the company assignment and their career interests (mean rating of 3.9). The few students who did not feel that their company assignment was congruent with their future career plans did not view this negatively. They simply reported that this was not the area in which they were planning to work.

Most participants found their work assignment to be challenging (mean rating of 3.6), particularly in convincing people to accept or try their ideas. Other participants described their work as less challenging because they were doing things they knew how to do, but for the most part did not view this as a problem. A few individuals felt they were doing

mostly busy work. Overall, the vast majority felt that their work was making a real contribution to the company where they were assigned (mean rating of 4.0). While some said that they were not sure to what extent their work was implemented after they were gone or its impact, they felt their work was important to their assigned company.

The MBA Corps consultants rated their company's preparation for their arrival and job assignment lowest of all the program aspects (mean rating of 3.0). Fewer than half of those interviewed rated their company's preparation as good (a rating of 4 or 5). Representative comments include: "They didn't know I was coming!"; "[They were] simply unprepared"; "[They] didn't really know what job they wanted me to do"; and "[The company] said 'What can you do for us?'"

Communication between the MBA Corps consultants and their individual companies was varied (mean rating of 3.5). Most reported it was good or satisfactory, though quite a few people cited difficulties due to language differences. For example, in one company there was only one English-speaking person and this individual was frequently gone. It was suggested that the program make sure there is one key contact in the company who speaks English and will be available to the student.

Participants' satisfaction with the level of support they received from the MBA Corps staff while they were overseas varied as well (mean rating of 3.5). While most were either satisfied with the support they received or did not feel the need for on-going support, more than one-third would have desired more support. Some comments include: "Several times I called to get things to help my work. They told me they'd work on it and I never heard from them again"; "Administration never called students [or] never wrote a note"; "[I] didn't ask for it, didn't get it"; "I just got one phone call to see if I got there"; "I felt someone should be checking in with me."

Participants' opinions regarding compensation differed, due primarily to the different levels of compensation which individuals received from the program and/or their assigned companies (mean rating of 3.6). Additionally, some students encountered difficulties in obtaining compensation from their company. These opinions are reflected by the following:

"[It was] uneven. Different people got different amounts of money"; "I finally got what I expected, but what a hassle to get it; "I didn't get flight or per diem"; and "[There was a] discrepancy about what I was going to get and what the company would give me. I had to use my own money at first."

Lastly, most people were very satisfied with their housing arrangements (mean rating of 4.2). A number expressed surprise that the housing was even better than they had anticipated. A few experienced some frustration with last minute arrangements and one person said the rent was exorbitant. Overall, students' housing needs were well met.

V. THE PROGRAM'S IMPACT ON THE PARTICIPATING COMPANIES

The MBA Corps consultants were asked to describe the impact of their work on the company where they consulted. Over half felt they had been able to make a significant contribution at their assigned company and a third felt they had made a moderate contribution. A few were less enthusiastic: "I didn't do as much as had hoped"; "Busywork"; and "Practically zero." A number were frustrated at not having authority to make changes or not knowing how their suggestions or contributions would be implemented after they were gone. One person felt that his/her major impact was on the individuals with whom he/she had worked, more than the company.

Specific examples of participants' work and its impact on their companies are listed below:

- "I helped write two business plans";
- "I conceived and set up a press conference";
- "I wrote their first marketing brochure";
- "I influenced organizational structure and communication channels";
- "I helped them refinance a loan. [They] discovered they'd go out of business in six months if they didn't";
- "I set up a computer system to evaluate potential value of certain investments they were looking at";

- "I created new software";
- "The president really liked [my work]. [He] said it would be used for the future as a blueprint";
- "I taught them high-level graphics";
- "[I developed a] plan for them to expand into publishing";
- "[I helped with] marketing and corporate relations"; and
- "I [created] turnaround plans--financial, organizational, and operational."

VI. PARTICIPANTS' OVERALL ASSESSMENTS OF THE PROGRAM

This section presents participants' overall assessments of the program, as well as their views of the strengths and weaknesses of the program and their recommendations to improve the program.

Overall Reactions and Impact

Interviewees were asked to indicate the extent to which they agreed or disagreed with six statements regarding the program. These statements focused on: students' professional learning; their personal learning; their contribution to their assigned company; the extent to which their expectations were met; the overall management of the program; and whether participants would recommend the program to others. Participants' reactions to these dimensions of the program varied, but overall they found the program to be a valuable experience.

Nearly all participants (96%) felt they learned a lot personally and most (69%) also felt they learned a lot professionally from the experience. Additionally, the majority of students (69%) said their expectations for the program were met. However, nearly one-quarter indicated that their expectations were only partially met and two students (9%) indicated that the program did not meet their original expectations.

Participants' assessments of their impact were varied. More than half of the MBA Corps participants (56%) believed they were able to make a significant contribution to the company where they were assigned. However, many (30%) were uncertain of their impact and several (13%) doubted that their work had any impact.

Those interviewed were much less positive about the management of the MBA Corps Program. Only 21% agreed that the program was well managed and 26% disagreed. The majority (52%) were divided between these two viewpoints.

Program Strengths

Participants cited many aspects of the program as strengths. The orientation and training program was mentioned enthusiastically many times. Comments offered were: "Preparation was great"; and "Outstanding, almost a program in and of itself." Also frequently mentioned as a strength was the program director's contacts in Poland and his ability to find worthwhile companies for job assignments. A few mentioned the excitement of being able to help in a country with a transitional economy. Other participants cited personal enrichment, the testing of values, and greater cultural awareness as major strengths of the program.

Program Weaknesses

The program's weaknesses cited by participants reflect the dominant themes mentioned earlier. Many comments made reference to confusion on details and logistics, particularly compensation. Students also felt that they lacked information about their assigned company and that the companies were not clear on how to make use of the students. Several people reiterated that there was not enough support from or contact with program staff while overseas. Comments reflecting this theme were: "[They] should have checked in more often"; and "[The program] provides opportunity, [but] after that they don't contribute a whole lot." Also mentioned were communication difficulties between students and their assigned company.

Recommendations to Improve the Program

Participants' suggestions for improvement addressed the above concerns rather consistently. Five major themes emerged. They are categorized below and illustrated by representative quotes.

> **More administrative staff.** "A full-time director." "An assistant for Marian." "More staff or else program smaller."

More support from the program while overseas. "More support from the B-school administration." "Check in with students once or twice a month." "Have student liaisons go there to coordinate for next year and be mentors, especially for logistics." "Have a program representative in Poland during the program."

Uniform compensation for participants provided by the School of Business. "More uniform funding for all students, and [handled] entirely through the school." "Students should not have to negotiate with employers."

Better company preparation for students' project assignments. "Help companies define projects better for students and what their role will be." "[Companies] need to have a specific project for students."

Better communication between participants and their companies. Students suggested making sure they were linked to a key person in the company, preferably one who speaks English; having an interpreter at the company; and greater emphasis on language during the training program.

VII. SUMMARY

This report presents findings from an evaluation of the 1992 Michigan Business Assistance Corps Program sponsored by the University of Michigan School of Business. The findings are based upon interviews conducted with twenty-three of the twenty-five MBA Corps Program participants during the Spring of 1993, approximately six months after their return.

Overall, participants found the MBA Corps Program to be a unique opportunity that was both personally and professionally enriching. The program provided them with an opportunity to apply their business knowledge and skills, and gain experience as consultants in the international arena. Participants described many positive outcomes from the experience. These include an increased understanding and respect for other cultures, a better understanding of the difficulties facing emerging economies in Eastern Europe, and increased self-confidence. Additionally, nearly all participants indicated that the program has influenced their thinking about their career in business and believe that the experience will help them with future employment opportunities.

Participants identified strengths and weaknesses of the MBA Corps Program as well. They were very enthusiastic about the orientation and training program that was held in May prior to their travel abroad and cited it as one of the strengths of the program. They also cited the program director's (Marian Krzyzowski) contacts in Poland and his ability to find job assignments as major strengths. The recommendations they offered to further enhance the program were additional staff support, uniform program funding for all participants, more preparation of companies prior to students' arrival, and better communication between participants and their companies.

Overall, participants greatly valued their experience in the MBA Corps Program and all indicated that they would recommend the program to other interested MBAs.

APPENDIX A

Data Summary of the Interviews with the 1992 MBA Corps Consultants

INTERVIEW SCHEDULE FOR 1992 MBA CORPS CONSULTANTS
DATA SUMMARY
(N=23)

Expectations for the Program

First, I'd like to find out about your expectations for the program.

1. Why did you apply for the MBA Corps Program?

2. What did you hope to get out of the program?

Feedback on the Program

3. Now I'm going to ask you about the various aspects of the program beginning with the selection process. Please rate each of the following using a scale from 1 to 5 where 1=Poor and 5=Very Good.

   How would you rate.....?

Mean		Very Good 5	4	3	2	Poor 1
3.8	A. The essay/resume process	5/22%	11/48%	5/22%	2/9%	0/0%
3.1	B. The interview process	0/0%	8/38%	7/33%	6/29%	0/0%
3.4	C. The selection process	2/11%	6/32%	9/47%	2/11%	0/0%
4.0	D. The process of matching MBA consultants with companies	6/27%	12/55%	3/14%	1/5%	0/0%

For any item rated 1-3, ask the respondent, to explain their response.
Why did you rate ..... a (1, 2 or 3)?

4. The next set of questions asks you about the orientation and training program conducted in May prior to your assignment in Poland (or Russia). Please rate each of the following using a scale from 1 to 5 where 1=Poor and 5=Very Good.

   How would you rate the training and preparation you received regarding.....?

Mean		Very Good 5	4	3	2	Poor 1
4.4	A. The language of the country	10/50%	8/40%	2/10%	0/0%	0/0%
4.2	B. The political and cultural history of the country	7/35%	10/50%	3/15%	0/0%	0/0%
3.7	C. The country's business and economic practices	4/21%	8/42%	4/21%	3/16%	0/0%
4.1	D. Aspects of daily living in Poland (or Russia)	7/35%	10/50%	2/10%	0/0%	1/5%
4.4	E. Overall	9/45%	10/50%	1/5%	0/0%	0/0%

For any item rated 1-3, ask the respondent to explain their response.
Why did you rate ..... a (1, 2 or 3)?

5. The next set of questions asks you how well informed you felt about various program details prior to your assignment in Poland (or Russia). Please rate each of the following using a scale from 1 to 5 where 1 = Poorly informed and 5 = Very well informed.

How well informed did you feel about.....?

Mean		Very Well Informed 5	4	3	2	Poorly Informed 1
4.0	A. The objectives of the MBA Corps Program	8/36%	8/36%	4/18%	2/9%	0/0%
3.4	B. The company to which you were assigned	3/14%	7/33%	6/29%	5/24%	0/0%
2.8	C. Your potential job responsibilities and projects	2/10%	4/19%	6/29%	6/29%	3/14%
3.5	D. Logistical details of the program (e.g., transportation, housing, compensation)	5/24%	7/33%	3/14%	6/29%	0/0%

For any item rated 1-3, ask the respondent to explain their response.
Why did you rate ..... a (1, 2 or 3)?

6. The next set of questions asks you about your experience while in Poland (or Russia). Please rate each of the following using a scale from 1 to 5 where 1 = Poor and 5 = Very Good.

How would you rate.....?

Mean		Very Good 5	4	3	2	Poor 1
3.0	A. Your company's preparation for your arrival and job assignment	2/10%	8/38%	5/24%	1/5%	5/24%
3.5	B. The communication between you and your company	2/9%	12/52%	5/22%	3/13%	1/4%
4.3	C. The match between your company assignment and your skills and experiences	8/35%	14/61%	1/4%	0/0%	0/0%
3.9	D. The match between your company assignment and your career interests	8/35%	9/39%	3/13%	2/9%	1/4%
3.6	E. The challenge of your work assignment	5/22%	9/39%	5/22%	2/9%	2/9%
4.0	F. The importance of your work assignment to your company	9/39%	9/39%	2/9%	1/4%	2/9%
3.5	G. The level of support you received from the MBA Corps staff	4/21%	8/42%	2/11%	3/16%	2/11%
3.6	H. Compensation by the MBA Corps Program and/or your company	6/29%	6/29%	6/29%	1/5%	2/10%
4.2	I. Housing arrangements	12/52%	6/26%	3/13%	2/9%	0/0%

For any item rated 1-3, ask the respondent, to explain their response.
Why did you rate ..... a (1, 2 or 3)?

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7. What do you see as the major strengths of the MBA Corps Program?

8. What do you see as the program's major weaknesses?

9. How could the program be improved?

The Program's Impact on You

10. The next set of questions asks you about the program's impact on you. Please rate each of the following using a scale from 1 to 5 where 1 = Not At All and 5 = A Great Deal.

To what extent did the program enhance your...?

Mean		A Great Deal 5	4	3	2	Not At All 1
3.4	A. Knowledge of business	2/9%	10/44%	9/39%	0/0%	2/9%
4.0	B. Knowledge of international business	7/30%	9/39%	6/26%	1/4%	0/0%
2.3	C. Technical skills (e.g, develop a production layout, accounting system)	1/4%	4/17%	2/9%	9/39%	7/30%
4.1	D. Consulting skills	7/30%	12/52%	3/13%	1/4%	0/0%
4.5	E. Ability to work with individuals of another culture	13/5 %	9/39%	1/4%	0/0%	0/0%

For any item rated 1-3, ask the respondent, to explain their response.
Why did you rate ..... a (1, 2 or 3)?

11. What are the most important things you learned from your experience in Poland (or Russia)?

12. How has your experience in the program influenced your thinking about your career in business?

13. Has your experience in the program influenced your course selections?

15/65% Yes 8/35% No

If yes, how?

14. In what other ways has the experience influenced you?

15. To what extent do you believe your MBA Corps experience will help you with future employment opportunities? Would you say.....

Mean	A Great Deal (5)	Quite A Bit (4)	Somewhat (3)	Not Too Much (2)	Not At all (1)
4.2	10/44%	8/35%	4/17%	1/4%	0/0%

A. *If rated "somewhat", "a little" or "not at all", ask the respondent, to explain their response.* Why did you say ..... ?

B. How do you think it will help you?

The Program's Impact on The Company

The next set of questions asks you about the program's impact on the company to which you were assigned.

16. Briefly describe the company where you consulted and your consulting assignment in Poland (or Russia).

Name of company: _____
Type of business: _____
Size of company: _____

17. What impact did your work have on the company? *Probe for specific examples.*

Overall Assessment

18. The next set of questions asks for your overall assessment of the program. Please rate the each item using a 5 point scale where 1 = Strongly Disagree and 5 = Strongly Agree.

Mean		Strongly Agree 5	4	3	2	Strongly Disagree 1
3.8	A. I learned a lot professionally from the experience	4/17%	12/52%	5/22%	2/9%	0/0%
4.8	B. I learned a lot personally from the experience	20/87%	2/9%	1/4%	0/0%	0/0%
3.5	C. I was able to make a significant contribution at my assigned company	4/17%	9/39%	7/30%	1/4%	2/9%
3.9	D. My expectations for the program were met	7/30%	9/39%	5/22%	1/4%	1/4%
3.0	E. The MBA Corps Program is a well managed program	1/4%	4/17%	12/52%	5/22%	1/4%
4.7	F. I would recommend the program to interested MBAs	16/70%	7/30%	0/0%	0/0%	0/0%

Your Background

This last set of questions asks you about your educational background and work experience.

19. What was your undergraduate major or concentration?

Business	4/17%	Economics	2/9%
Engineering	8/35%	Other	9/39%

20. How many years of work experience did you have prior to enrolling in the MBA Program at The University of Michigan?

1 - 3	11/48%	Range = 2 to 8
4 - 6	9/39%	Mean = 4.0
7 - 8	3/13%	

21. What was the type of business of your previous employer (e.g., accounting firm, manufacturing)?

22. What was the approximate size of the company where you were previously employed (e.g., how many people were employed by the company)?

Very Small (<10)	2/9%	Range = 6 to "thousands"
Small (11-100)	4/17%	
Medium (101-1000)	2/9%	
Large (1001+)	15/65%	

23. What was your previous job (e.g., accountant, marketing rep, engineer)?

24. Prior to participating in the MBA Corps Program, how much previous consulting experience did you have?

None	A little	Some	Quite a Bit	A Great Deal
16/70%	1/4%	3/13%	0/0%	3/13%

25. Is there anything else which you would like to add about the program or your experience?

Thank you for your time and thoughts.

Appendix C

Assessing the Impact of the 1993 MBA Corps
on MBA Student Consultants and Host Companies
in Poland and Russia

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ASSESSING THE IMPACT OF THE MICHIGAN BUSINESS ASSISTANCE (MBA) CORPS ON MBA STUDENT CONSULTANTS AND HOST COMPANIES IN POLAND AND RUSSIA

September 1994

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TABLE OF CONTENTS

Page

INTRODUCTION 1

THE MICHIGAN BUSINESS ASSISTANCE (MBA) CORPS 2

SECTION 1 - IMPACT OF THE MBA CORPS EXPERIENCE ON THE MBA CONSULTANTS

IMPACT OF THE EXPERIENCE ON MBA PARTICIPANTS 1

- Expectations for the Program 1
- The Program's Effect on Participants' Knowledge and Skills 2
- Influence on Participants' Career Objectives and Future Employment 4

PARTICIPANTS' ASSESSMENT OF THE PROGRAM'S IMPACT ON COMPANIES 6

PARTICIPANTS' ASSESSMENT OF MAJOR PROGRAM COMPONENTS 7

- The Selection Process 7
- The Orientation and Training Program 8
- Participants' Understanding of Program Details 9
- Participants' Experience While Overseas 10

PARTICIPANTS' OVERALL ASSESSMENTS OF THE PROGRAM 13

- Overall Reactions and Impact 13
- Program Strengths 14
- Program Weaknesses 15
- Recommendations to Improve the Program 15

SUMMARY 17

SECTION 2 - IMPACT OF THE MBA CORPS ON HOST COMPANIES IN POLAND AND RUSSIA

IMPACT OF THE MBA CORPS ON HOST COMPANIES 1
BACKGROUND 1
The Sample 1
EXPECTATIONS FOR THE 1993 MBA CORPS 2
USEFULNESS OF MBA STUDENT CONSULTANTS 4
LOGISTICAL DETAILS OF THE MBA CORPS PROGRAM 5
PROBLEMATIC AREAS 6
STRENGTHS OF THE MBA CORPS 7
RECOMMENDATIONS TO IMPROVE THE MBA CORPS 7
SATISFACTION WITH MBA CORPS AND FUTURE PARTICIPATION 8
COMPARISONS BETWEEN 1993 MBA CORPS AND PREVIOUS YEARS 9
CONCLUSIONS AND RECOMMENDATIONS 10

APPENDIX A: MBA Participant Interview Data Summary
APPENDIX B: 1994 MBA Corps Program Questionnaire Data Summary and Verbatim Responses

LIST OF TABLES

Section 1

TABLE 1: MBA Corps Impact on Particpants' Knowledge and Skills 2
TABLE 2: Participants' Experience While Overseas 11

INTRODUCTION

This report summarizes the results of two separate studies that were part of an overall evaluation of the Michigan Business Assistance (MBA) Corps of the University of Michigan's School of Business Administration. The first study examines the impact of the MBA Corps on University of Michigan MBA student consultants who spent three months in the summer of 1993 in Russian and Polish host companies. The second study examines the impact of the MBA Corps on these companies. The report for a third study, "Assessing the Impact of the MBA Corps on the University of Michigan's School of Business Administration," has already been submitted to the director of the MBA Corps.

This report has two sections, each highlighting one of the studies. In section one, we examine the impact of the foreign consulting experience on 15 MBA student participants, reporting on the extent their experiences met their expectations, affected their knowledge and skills, and influenced their career objectives and future employment considerations. We also examine participants' assessment of major program components such as the selection process, orientation and training, understanding the details of the assistance program and experience while overseas, and their overall assessment of the strengths and weaknesses of the program. We also include participants' recommendations to improve the program..

In section two, we examine how the MBA consultants impacted their companies including company expectations about the program, the impact the MBA consultants had on their businesses, companies' perceptions of the logistical details of the program, their overall assessment of the program, comparisons between the 1993 MBA Corps and previous years, companies' recommendations to improve the program, and some background information on the participant companies.

THE MICHIGAN BUSINESS ASSISTANCE (MBA) CORPS

The MBA Corps is a pioneering summer program placing MBA student consultants in emerging democracies throughout eastern and central Europe. The consulting assignments, though varied, share the common goal of assisting nations in the transition to free-market economies. Launched in the Spring of 1990, the MBA Corps sent the first wave of MBA consultants to Poland to help 15 Polish companies adjust to global markets. Prior to undertaking their three-month summer assignments, the MBA consultants participated in an intensive, three-week orientation program, uniquely developed to meet their needs. Soon after completing this orientation, they were placed in a variety of private and state-owned companies spanning several regions and industrial sectors. Highly regarded by their host companies, they soon earned the reputation in the Polish press as Poland's "doctors of industry."

Through working with a wide variety of clients, the MBA student consultants were able to transfer management know-how widely and quickly. The exchange was mutual: the concept-rich MBA consultants helped apply the latest business concepts and practices and the experience-rich East European business leaders provided lessons in grass roots entrepreneurism.

During its second and third years, the MBA Corps again sent about 10-15 MBA consultants to Poland, focusing more attention on private Polish consulting companies and newly established private chambers of commerce and industrial societies. It also sent students to Russia where they assisted both private companies and state-owned enterprises. The areas of assistance covered accounting, business plan development, cost analysis, joint ventures, commercial real estate development, economic restructuring, health information systems, new product development, systems and operations planning, market research, and strategic planning.

Building on the success of the international MBA Corps, the University of Michigan School of Business also launched the MBA Domestic Corps to apply the School's many resources to the solution of urgent social, civic, economic and environmental problems at home. The goals of the MBA Domestic Corps are: to give business school students a unique opportunity to exercise their developing skills in a challenging setting; to provide valuable technical assistance to non-profit organizations which have limited access to such resources; and to enable business sponsors and students to exercise corporate citizenship and volunteerism.

In 1994, the MBA Corps will sponsor another 15 MBA consultants to Poland and Russia. The focus of this year's program will be to help lay the foundation for long-term, formal linkages with academic partners in Poland and Russia. Such linkages are expected to lead to student and faculty exchanges and joint research projects in succeeding years.

Section 1

IMPACT OF THE MBA CORPS EXPERIENCE ON THE MBA CONSULTANTS

IMPACT OF THE MBA CORPS EXPERIENCE ON THE MBA CONSULTANTS

This section describes students' motivations and expectations for participating in the MBA Corps, the Program's impact on their knowledge and skills, and the influence that the consulting experience had upon their career decisions and future employment. Telephone interviews were conducted with all 15 students who participated in the 1993 MBA Corps. Of the 15 students, nine consulted in Poland and six in Russia. The interviews lasted between 30 and 60 minutes and took place during September, October and November, 1993.

Expectations for the Program

Participants were asked about their motivations for applying to the MBA Corps. Eleven of the fifteen (73%) students responded that gaining work experience abroad was one of their main reasons for applying to the program. A summary of the responses are listed below along with the number of times mentioned. Overall, students' expectations matched the MBA Corps Program's goals.

Response	Frequency
Work experience .	11
Interest in specific project/country	6
Gain cultural understanding	3
Influence of prior MBA Corps members	3
Opportunity to use skills	2
Influence of courses/plan of study	2
Explore career possibilities	1

The Program's Effect on Participants' Knowledge and Skills

Participants were asked to what extent the Program enhanced their knowledge or skills in five areas (see Table 1). Almost all of the participants thought that the program had enhanced their ability to work with individuals of another culture, their knowledge of international business and their consulting skills either "a great deal" or "quite a bit." They indicated that their knowledge of business and their technical skills were enhanced to a lesser extent as a result of their experience in the MBA Corps.

Table 1
MBA Corps Impact on Participants' Knowledge and Skills

Mean		A Great Deal				Not At All
		(5)	(4)	(3)	(2)	(1)
	A. Knowledge of business					
3.4	Poland	3/33%	1/11%	2/22%	3/33%	0/0%
3.8	Russia	2/33%	2/33%	1/17%	1/17%	0/0%
	B. Knowledge of international business					
4.3	Poland	5/56%	3/33%	0/0%	1/11%	0/0%
4.2	Russia	3/50%	2/33%	0/0%	1/17%	0/0%
	C. Technical skills (e.g, develop a production layout, accounting system)					
2.6	Poland	1/11%	2/22%	0/0%	4/44%	2/22%
3.2	Russia	0/0%	4/67%	0/0%	1/17%	1/17%
	D. Consulting skills					
4.1	Poland	4/44%	3/33%	1/11%	1/11%	0/0%
3.7	Russia	1/17%	3/50%	1/17%	1/17%	0/0%
	E. Ability to work with individuals of another culture					
4.9	Poland	8/89%	1/11%	0/0%	0/0%	0/0%
4.5	Russia	4/67%	1/17%	1/17%	0/0%	0/0%

Similar to last year, although enhancement of technical skills received a relatively low rating, students did not regard this as a negative aspect of the program, rather, a comparatively less important one. One person explained that the program gave her the opportunity to use the skills she already had and to teach those skills to her Polish co-workers. It was a new experience for her to feel that she was the expert and had something to offer. The few that indicated that this was a negative aspect of the program, were all students who went to Russia. They saw their lack of a specific company project as the reason for their technical skills not being used. This aspect of the Russian experience will be discussed further in another part of the report.

When asked what they had learned from the experience, students said:

About conducting business in Poland or Russia

- That business in Eastern Europe is carried out on a personal level...uncertainty in contracting with people is to be expected.
- That time is of no consequence in Russia.
- A sense of some of the issues related to doing business in Russia.
- To be flexible.
- That the people I worked with were very intelligent, warm and interesting to work with.
- That there is always a way...but sometimes it becomes very complicated
- About the opportunities that are out there!

About working in a cross-cultural environment

- About the great similarities and differences in how businesses operate in another culture.
- How easy it is to do business in the United States.
- More about the patience needed to conduct business in a slow system.

- Cross-cultural communication and negotiating skills.
- To look at things from a lot of different perspectives.
- Not taking the obvious for granted.
- How to deal with cultural differences and resistance (most people had never met an African American before).
- The need to educate and to be educated about cultural differences (the education process took place both ways).
- Sensitivity to others.
- To be more self-sufficient and that I could live in a foreign country and make it.

New skills and gained increased confidence

- To handle and perform in unstructured and uncertain situations.
- How to be resourceful and adaptive.
- Analytical skills to use in problem solving.
- How to manage and guide a group toward a common goal.
- Confidence working in an environment where I was looked to as the expert.

Influence on Participants' Career Objectives and Future Employment

Participants were asked about the MBA Corps Program's impact on their thinking about a career in business, their course selections in the MBA program, and its anticipated impact when seeking employment in the future. Those interviewed felt that the program has in some way had an impact on their careers. Whether it was to confirm an already existing interest, or open their eyes to new possibilities, most students felt the experience was a positive and stimulating one. Three students (20%) indicated that they would approach a career in international business more cautiously.

Seven (64%) of the participants said that their experience in the MBA Corps Program has influenced their course selections. Those who reported that their course selection was not influenced by the program, were either students who had graduated, or those who were already focusing on international business.

When asked if their experience influenced them in other ways, all participants answered affirmatively. An overall view of the responses reveals that their experience brought about qualitative changes in their personal values in regards to an appreciation of life in general and an appreciation of living in the United States.

When asked in what other ways the experience has influenced them, the following responses were given:

Comment	# of times mentioned
Sense of confidence both personally and professionally	4
Opportunity to form relationships with people they would otherwise never have met	4
Greater appreciation and tolerance for other cultures	4
Opened their eyes to opportunities not before considered	2
Greater understanding of business practices in Poland	1
Importance of knowing the language of the country where you are working	1
Become more cynical about Russian business people and culture	1

PARTICIPANTS' ASSESSMENT OF THE PROGRAM'S IMPACT ON COMPANIES

The MBA Corps consultants were asked to describe the impact of their work on the company where they consulted. Fully 60% of those interviewed felt that they had been able to make a significant contribution at their assigned company and another 13% felt they made a moderate contribution. Twenty-seven percent were either not sure about their contribution, or felt they made little or no contribution.

Specific examples of participants' work and its impact on their companies are listed below:

- Introduced the concept of market research and the utilization of business tools;
- Helped start a reorganization plan based on a different market;
- Consulted on new manufacturing joint venture;
- Wrote business/development plan;
- Developed marketing and image plan;
- Put cash flow projection project in place;
- Designed and implemented sales program seminars;
- Analyzed organizational structure;
- Developed an advertising and promotion plan to help distributors attract customers;
- Designed a feasibility study;
- Participated in general industry analysis;
- Created financial projections;
- Developed action plan;
- Prepared a lecture series;
- Developed proposals in marketing research to deliver to clients.

PARTICIPANTS' ASSESSMENT OF MAJOR PROGRAM COMPONENTS

This section describes respondents' assessments of the major components of the program. These components are: the selection process, the orientation and training program, participants' understanding of program details prior to their travel to Poland or Russia, and their experience overseas. Respondents were asked to rate items in each area on a five point scale (with 5 being the most positive response) and to explain any ratings of 3 or below. In some cases the students who were assigned to Russia rated the various components in a much different manner than those who went to Poland. Where such a discrepancy in rating occurs, the difference will be described.

The Selection Process

The following four selection procedures were rated by participants: 1) written essays and resumes by applicants; 2) interviews with the MBA Corps Program director; 3) the selection process; and 4) the matching of MBA Corps consultants with companies. In general, they rated the essay/resume component (mean=4.4) and the interview process highly (mean=4.2), but gave a somewhat lower rating to the selection process (mean=3.9), and mixed ratings to the process of matching MBA consultants with companies (mean=3.6). Their views regarding the last component is discussed in more detail below.

While 44 % of those students who went to Poland rated the process of matching MBA consultants with companies at a 5 (very good), none of the students who went to Russia rated it a 5. A total of 67% of those students going to Poland rated this process a 4 or better, while only 33% of those going to Russia rated it above a 3. The majority of students responding with a 3 or lower to this question felt that the available information about the company was not sufficient to make a good match. Their comments included: "Russia is Russia. . . It is hard to find a good company;" "Two of the three pairs didn't work out. . . projects did

not exist;" "I may have been well matched based on what little was known...my partner was not. If the company had fulfilled their contract, I could have done what was expected;" and "I was very lucky, a little more contact needs to be made with the companies. . . we had some idea about the project we would be working on but not a lot."

The Orientation and Training Program

Participants were asked to rate the training and preparation they received in four specific areas. These areas were: 1) the language of the country; 2) the political and cultural history of the country; 3) the country's business and economic practices; and 4) aspects of daily living in Poland or Russia. Overall, the orientation and training program was rated 3.8. Participants thought that the strongest aspects of the orientation and training program were the language preparation and the political and cultural history of the countries where they would be going (means of 3.8 and 3.5, respectively).

Information about Poland's and Russia's business and economic practices and aspects of daily living were given lower ratings (3.1 and 3.2, respectively). Several participants said they realized that information about current business and economic practices is difficult to obtain because of the constant and rapid changes happening in both Poland and Russia. One person commented that a less academic format might have been more useful. Another person said that more information about smaller businesses and issues they were facing (e.g., banking and supplier relationships and sales channels) would have been helpful. Over half of the students who went to Poland and almost half of those who went to Russia were uncertain about what daily life in the country they were going to would be like. One person commented that although stories about daily life were told by instructors, Poland is changing so rapidly that life is quite different depending upon the region.

Overall, students, especially those who went to Russia, would have liked the orientation and training to have taken place sooner and to have lasted longer. They made comments like: "there was so much information presented in a short period of time that it was hard to absorb all of it."

Participants' Understanding of Program Details.

Participants were asked how well informed they felt about various program details prior to their assignment in Poland or Russia. The scale for this item was: 1=poorly informed and 5=very well informed. Specifically, they were asked about their understanding of: the objectives of the MBA Corps Program; the company to which they were assigned; their potential job responsibilities; and the logistical details of the program (e.g., transportation, housing, and compensation). This aspect of the Program reflects a difference between those students going to Poland and those going to Russia. The students who went to Poland rated these areas consistently higher than those going to Russia.

The students overall rating of how well informed they felt about the objectives of the Program was a 4.1. However, all of the students who went to Poland rated this area at least a 4, with 44% (or 4) rating it a 5 (very well informed). Conversely, of the students who went to Russia, half rated it 3 and under. All of those giving the lower rating indicated the need for more information regarding their role in the company. Several people said that if the selection process had occurred earlier then they would have had more time to get information about their companies.

The lowest mean for this group of items was given to information regarding the company to which they were assigned (mean=2.7), with those going to Russia rating it slightly lower. The most common complaint was that the student was not provided with a company profile. Other students mentioned that the company assignment changed once they arrived.

Job responsibilities were rated with the second lowest overall mean of 2.9. The students going to Poland spread their ratings quite evenly across the scale (4 rated it above a 3, and 5 rated it a 3 or lower). The students who went to Russia were more concentrated in their ratings with 67% rating it a 2 or lower and 33% rating it a 4. The majority of the students rating it a 3 or lower indicated that neither they nor their company knew what the project responsibilities were to be.

Information regarding the logistics of the assignment was another area of discrepancy between those going to Russia and those going to Poland. The overall mean rating was 3.7 with 73% of the students rating this area a 4 or better. Of those students going to P. land, only 1 indicated a 3, the rest rated it a 4 or better. The students going to Russia, however, split more drastically in their ratings of this item with half of them rating it a 4 or better and half rating it a 2 or worse. Housing arrangements were cited as a problem for many of the students, even those indicating a high level for the general score. Most felt that compensation was adequate or at least what they expected.

Participants' Experience While Overseas

Participants were asked to rate 11 aspects of their experience while overseas (see Table 2). The only aspect of the experience that the students rated below a mean of 3 was the company's preparation for arrival and job assignment. This aspect was rated a mean of 2.8. Although the responses from the group that went to Russia weigh more heavily toward the low end of the scale, it is evident that both groups feel a need for improvement here. Some common responses from both groups were: "the company didn't know what to expect from us," and "the company had nothing for us to do." One person said "the company didn't know I was coming."

Most of the students thought that their work assignments were challenging and important, especially those who went to Russia. The three students who went

to Poland that rated both aspects as "poor" indicated that they either had no work assignment once they got there, or were given very minimal duties. However, more participants were less pleased with the match between their company assignment and their skills and their career interests. Several participants commented that because so little was known about the companies before they went, it was difficult for them to select a company that matched their interests. A few students felt that their skills were not being utilized at all because they lacked a project, but most felt that once they had settled into a project they were able to make use of at least some of their skills and experience.

Communication between students and their companies was rated 3.5, with the responses spread quite evenly across the scale. Both groups indicated a variety of answers. Those indicating a lower level of satisfaction in this area mentioned 2 main problems: 1) that the person in charge of the project was not available or accessible, and 2) the company didn't want to or didn't have time to work with them.

Table 2
Participants' Experience While Overseas

Mean		Very Good (5)	(4)	(3)	(2)	Poor (1)
	A. Your company's preparation for your arrival and job assignment					
3.0	Poland	1/11%	3/33%	2/22%	1/11%	2/22%
2.5	Russia	0/0%	2/33%	0/0%	3/50%	1/17%
	B. The communication between you and your company					
3.4	Poland	3/33%	3/33%	0/0%	1/11%	2/22%
3.7	Russia	2/33%	1/17%	2/33%	1/17%	0/0%
	C. The match between your company assignment and your skills and experiences					
4.1	Poland	6/67%	0/0%	1/11%	2/22%	0/0%
3.5	Russia	1/17%	3/50%	0/0%	2/33%	0/0%

Table 2 (Continued)
Participants' Experience While Overseas

Mean		Very Good (5)	(4)	(3)	(2)	Poor (1)
	D. The match between your company assignment and your career interests					
4.1	Poland	4/44%	2/22%	3/33%	0/0%	0/0%
3.5	Russia	2/33%	2/33%	0/0%	1/17%	1/17%
	E. The challenge of your work assignment					
3.7	Poland	4/44%	2/22%	1/11%	0/0%	2/22%
3.7	Russia	1/17%	4/67%	0/0%	0/0%	1/17%
	F. The importance of your work assignment to your company					
3.2	Poland	3/33%	1/11%	2/22%	1/11%	2/22%
3.5	Russia	0/0%	5/83%	0/0%	0/0%	1/17%
	G. The level of support you received from the MBA Corps staff					
3.8	Poland	3/50%	0/0%	2/33%	1/17%	0/0%
3.5	Russia	0/0%	3/75%	0/0%	1/25%	0/0%
	H. Compensation by the MBA Corps Program and/or your company					
4.0	Poland	4/44%	2/22%	2/22%	1/11%	0/0%
3.3	Russia	1/17%	1/17%	3/50%	1/17%	0/0%
	I. Housing arrangements					
4.2	Poland	5/56%	2/22%	1/11%	1/11%	0/0%
3.8	Russia	1/17%	3/50%	2/33%	0/0%	0/0%
	J. Level of support from R.A. in U.S					
4.8	Poland	6/75%	2/25%	0/0%	0/0%	0/0%
4.5	Russia	3/50%	3/50%	0/0%	0/0%	0/0%
	K. Level of support from support staff in Russia					
3.8	Russia	2/33%	2/33%	1/17%	1/17%	0/0%

Most students from both groups thought that the housing arrangements were either "very good" or "good." Students explained that once the housing was arranged, it was fine. The complaints regarding housing were, according to most students, rectified after the first or second week. In contrast, they thought the compensation was not particularly good, but indicated in the interviews that they didn't expect it to be. Responses varied greatly, with a mean of 3.8. A few students thought compensation should be better and should be based on the difficulty of the assignment.

One of the important aspects of the MBA Corps is the level of support provided to students while overseas. This support is provided by MBA Corps staff, a Research Assistant in the United States and two support staff located in Russia. Participants thought that the level of support from the research assistant and the support staff in Russia was either "very good" or "good." Of those students indicating a lower rating regarding the support staff in Russia, most indicated that they never used these services. Responses regarding the level of support from the MBA Corps staff varied. The lower ratings regarding the MBA Corps staff were also influenced by those who did not use the service, however, one person reported that they felt their complaints were not taken seriously.

PARTICIPANTS' OVERALL ASSESSMENTS OF THE PROGRAM

This section presents participants' overall assessments of the program, as well as their views of the strengths and weaknesses of the program and their recommendations to improve the program.

Overall Reactions and Impact

Overall, most of the participants were very positive about their experience in the MBA Corps. Most had learned a lot both personally and professionally from the experience and thought they had made significant contributions to their assigned companies (see Table 3). About 90% of the students consulting in

Poland and 50% of those in Russia strongly agreed when asked if they would recommend the Program to interested MBA's. Most participants thought that the MBA Corps is a well-managed program and felt that their expectations for the program had been met. A few participants did not have such a favorable overall assessment of the Program. Interview data revealed that these were the students who were least satisfied with the companies where they had been assigned. This finding underlines the importance of the careful selection of and on-going communication with companies by the MBA Corps staff.

Program Strengths

Comments from the students regarding the greatest strengths of the Program are listed below. They are a compilation of responses presented in general statements Each comment is listed along with the number of times it was mentioned.

Comment	# of Times Mentioned
The basic idea of working relationships with transitional economies	7
The flexibility and freedom to define own project	6
Great personal growth experience	4
The support system (i.e., Marian, Research Assistant)	2
Training	2
Finding and matching companies with students	2
Usefulness for future	1

Program Weaknesses

Students were asked to comment on what they considered the major weaknesses of the program. Again, their comments will be listed below as generalities along with the number of times each was mentioned.

Comment	# of Times Mentioned
Pre-program preparation (i.e., training, communication with company, etc.)	7
Unstructured aspect/Uncertainty of agreement	5
Company understanding objectives	4
Selection of companies and students	1
Lack of administrative staff	1

Recommendations to Improve the Program

Participants made the following recommendations for program improvement regarding the orientation and training program, the selection process, preparations for leaving the United States and the program overseas.

Orientation and Training

- Strengthen the orientation and training program.
- Involve past participants in future orientations and trainings so that students have more current information before leaving.
- Focus language and cultural training more...don't try to cover everything.
- Spread the cultural information out over a three week period.
- Prepare participants for potential "pitfalls" (difficulties they may encounter).
- Teach us how to translate an income/balance sheet in Polish.

Selection Process

- Strengthen the selection of students and companies. Select students earlier. If selection is made earlier, preparation and correspondence will be facilitated. Projects can be better defined, earlier, between the company and student.
- Select new entrepreneurial companies rather than state-owned companies.
- Provide students with more detailed company profiles during the selection process.
- Make sure company is told exactly what to expect and what is required of them.
- Develop closer more practical ties with companies to make sure they want us.
- Prepare an MBA Corps brochure for companies and students.
- Check team members compatibility.

Preparation for Leaving

- Provide opportunities for more contact between students and their assigned company before leaving the country.
- Discuss students assignments in more detail so we can prepare.
- Make sure that all companies have the same information about expectations, logistics, nature of job assignments etc.
- MBA Corps staff should communicate with companies just prior to students' departure. Talk more with the company to make sure everything is going well.
- Have companies develop a job assignment proposal before students leave.
- Take an MBA Corps class photo.

Overseas

- Develop a way to collect feedback from students during their experience.
- Develop a direct feedback mechanism for intern.
- Organize a gathering for participating companies to create a sense of participation in a larger program.
- Improve level of compensation.
- Each company needs a "champion" of interns...someone within the company committed to helping MBA Corps students.
- Provide a translator for students with no language skills.

SUMMARY

This report presents findings from an evaluation of the 1993 Michigan Business Assistance Corps Program sponsored by The University of Michigan School of Business. The findings are based upon interviews conducted with the fifteen MBA Corps Program participants during the Fall of 1993, approximately two months after their return.

Overall, participants believe the MBA Corps Program to be a worthwhile effort and unique opportunity. They were consistent in expressing the personal growth they achieved as a result of this experience. Many expressed the desire to continue the business relationships that they fostered while in Poland and Russia, and plan to return to the country in the near future.

The flexibility of the program was mentioned as both a major strength and a major weakness. The participants felt that a lack of detail about the companies and their projects led to confusion and misunderstandings with the assigned companies. They also felt that the program could be greatly improved if there was more open communication between the company, the director, and the student prior to going overseas. At the same time, many of the participants indicated that

the very things they mentioned as frustrating about the Program are the things that led them to more interesting projects, to honing their communication skills, and to develop their sense of self-confidence.

The group of students who went to Poland consistently rated the program higher than those who went to Russia. Separate data summaries have been included in the Appendices to reflect these differences. The lack of communication and company preparation was especially noted by the Russia group as areas in need of improvement. Participants overwhelmingly rated the Research Assistant in the United States as an indispensable part of the program.

Although the participants were very expressive about their perceived weaknesses of the program, overall, the participants felt their experience in the MBA Corps Program was one of growth and insight. Both groups of students indicated that they would recommend the program to other interested MBA's.

Section 2

Impact of the MBA Corps on Host Companies in Poland and Russia

IMPACT OF THE MBA CORPS ON HOST COMPANIES

In the summer of 1994, 15 University of Michigan MBA student consultants spent three months in 11 different companies in Poland and Russia. This report summarizes the impact of their work in nine of those companies. We start with a brief description of the sample and methods of collecting and analyzing data. Then we present the analyses and findings, ending with some recommendations. The analyses describe the companies' expectations about the MBA Corps, the impact the MBA consultants had on their business or activities, their perceptions of the logistical aspects of the program, and their overall assessment of the program.

BACKGROUND

Nine companies, six in Poland and three in Russia, participated in the evaluation. The principal contact person in each company was airmailed a letter requesting the company's voluntary participation in the survey. Due to different degrees of English language fluency between the Russian and Polish participants, the letters and survey that went to Russia were in English and the ones that went to Poland were translated into Polish. In some cases, follow-up telephone calls were made by the director of the MBA Corps to check on the status of participation. Included with the letter was a self-administered questionnaire. The cover letter explained the purpose of the evaluation and requested that surveys be returned to Formative Evaluation Research Associates (FERA) as soon as possible. FERA provided a self-addressed return envelope to facilitate this process.

The Sample

Of the nine companies completing the survey, three were public or state-owned, five were privately owned by Polish or Russian nationals, and one was owned by a multi-national. Five respondents said that they had at least some contact with the MBA consultants, and four said that they had a lot of contact with

them. In terms of their positions in the companies, many had highly diverse titles such as counselor to the director for internal and academic affairs, president of the company and main shareholder, and executive vice-president. All respondents were high level executives, part of top management.

Most companies (44%) were participating in the MBA Corps Program for the first time. Three (33%) had participated in the program once before and two had participated four previous times (22%). One-third had two MBA student consultants for 1993. In total, 55% of them had four or more student consultants over the past four years, one company reporting having had as many as 10. Before participating in the MBA Corps Program, only 44% of the companies had ever used a consultant outside of Eastern Europe. Most MBA student consultants (78%) worked independently and 33% had a combination of a supervisor and working as part of a team.

EXPECTATIONS FOR THE 1993 MBA CORPS

Companies had somewhat different expectations for the 1993 MBA Corps. When asked why they participated in the program, some respondents said that the reason was that they were satisfied with past performance, some had very specific technical needs such as a business plan or organizational standards and procedures, and some were simply urged to join by local businessmen and other advocates of the program. Below are a few sample comments.

> "The weakest point in the Polish economy is management ... (Assistance) is needed not so much in the technical aspects of business. Poland leads Central Europe in computer applications, as it is in establishing organizational standards and procedures."

> "The necessity for developing a Western style business plan for the project of the City Business Center."

> "We have benefited from participation in the MBA Corps Program in previous years."

When asked what the company had hoped to achieve as a result of having an MBA Corps consultant, many respondents focused on two broad dimensions of organizational effectiveness: improvement of internal operations and the strategic management of the company. Some tasks seemed very broad and encompassing, stretching the capacities of individual consultants. Even where tasks were narrower in scope, they were multi-faceted requiring a consultant with a broad range of skills. Most tasks were high level and strategic aimed at significant business improvement. Perhaps some companies looked unrealistically to the MBA student consultants to help solve critical organizational problems requiring more time and effort. Below are comments on host company expectations.

> "Improve skills in market research through lectures and participation in research projects; help in designing the structure and program of a market research section..."
>
> "Management, marketing, and classes for local businessmen."
>
> "Business plan for the Business Center..."
>
> "We started a managerial revolution in our two companies. We needed practical help."
>
> "We wanted the consultant to assess our company's structure, improve business activity and accounting."
>
> "Obtaining information about the rules based on which American computer companies operated (stores, technical department); consulting in respect to implementation of a new organizational structure in the company, in the area of customer service; training sales representatives in the area of sales techniques."
>
> "Changing internal organization structure of the company; increasing effectiveness of the company's operation; developing a marketing strategy; and obtaining other, important to the company, observations."

In terms of consultants meeting these expectations, the vast majority of respondents (78%) said that their expectations were met quite a bit. Only one company said "somewhat." Companies whose expectations were most

satisfactorily met praised the competence, effort and enthusiasm of individual consultants; spoke of the precise fit between the consultant and task and the achievement of goals; and the fact that consultants did everything in line with their expectations. Where expectations were not met fully, comments were made that the situation might have been better if the MBA consultants had just one project, instead of several, and if some actual market research projects had been in place at the time of the assignment.

USEFULNESS OF MBA STUDENT CONSULTANTS

When asked the extent to which the MBA consultants contributed to the company's management and business practices, two-thirds of all respondents indicated quite a bit or a great deal and one-third said somewhat. When asked to rate the overall usefulness of the MBA consultants to their businesses, seven out of nine respondents (77%) said that they were either quite or very useful. Only two (22%) said that they were only somewhat useful. When asked to give examples of usefulness, respondents were able to list very specific accomplishments. In examining the comments, the MBA consultants seemed most useful when they were putting permanent business systems in place and training others in advanced management practices. There is a strong sense that most MBA consultants were very productive in the short period they spent in these companies. Below are examples of some of their achievements.

> "Assessed the company's organization, prepared the balance sheet; assessed the operations of accounting; proposed a new kind of report prepared by accounting for the purposes of the company's management; and assessed the flow of information among departments in our publishing company."

> "The consultant delivered: instructions for a newly created marketing department (12 pages); recommendations for organization changes within the company (9 pages), which provided the basis for continuously occurring reorganization; in addition, as an independent person, he presented his suggestions related to the paths of potential development of the firm in the manner which would provide possibly the most substantial profits for the stockholders."

"Consulting about how to manage computer stores; implementing a procedure for training sales representatives in the area of sales techniques; implementing a procedure for selecting potential candidates for the position of a sales representative; preparing documentation for an application for the restructuring of hard currency loans."

"The consultant introduced labor organization standards (a system of memos and reports after countdowns for developmental projects and managerial bookkeeping) ..."

"Designed and implemented a series of lectures on marketing research techniques."

"The MBA consultant prepared business classes."

LOGISTICAL DETAILS OF THE MBA CORPS PROGRAM

We asked host companies to rate the preparation of the MBA consultants upon arrival in their respective countries. This was done on a 4-point scale where 1=poor, 2=fair, 3=good, and 4=excellent. Preparation was generally rated only fair to good, indicating the extreme difficulty of highly motivated, academically sharp students ready for complex overseas assignments. Not surprising, language preparation was considered poor to fair (mean=1.9). Because of the outstanding training program for MBA consultants, one is surprised that knowledge of the Polish/Russian economic system and understanding of Polish/Russian customs was rated only fair (mean=2.1 in both cases). Perhaps there is only so much students can absorb from an intensive training program. However, respondents felt MBA consultants were very well-prepared in technical business skills and consulting skill (mean=3.3 in both cases).

The enthusiasm of many of the MBA consultants was reflected in their eagerness to learn about the many aspects of Polish and Russian life. Respondents were asked to estimate the degree of learning on-site by the MBA consultants. This was done on a 5-point scale where 1=not at all, 2=not too much, 3=somewhat, 4=quite a bit, and 5=a great deal. They could mention that they

were unsure or did not know as well. Respondents indicated that consultants learned quite a bit or more about business practices (mean=4.5), the economic system (mean=4.3), and customs (mean=4.1). As a group, they even picked up the language somewhat (mean=3.1), but there was considerable variation here, with some learning quite a bit or a great deal (44%) and some not too much (56%). This unevenness suggests either a different starting point on language capability of the MBA consultants or a different level commitment to study the language once there.

PROBLEMATIC AREAS

Respondents were asked to rate the extent to which they found any aspect of the program problematic. This was done on a 5-point scale where 1=not at all problematic, 2=not too problematic, 3=somewhat problematic, 4=quite problematic, and 5=very problematic. The only area that was somewhat problematic was providing housing (mean=2.2). All other areas were not viewed as problems at all. Least problematic was communication with students (mean=1.2) and defining the students' job assignments (mean=1.4), although the latter was more of an issue from the students' perspective (see Section 1 report). Providing a stipend (mean=1.8) and cross-cultural misunderstanding (mean=1.7) were not too problematic. Below are some sample comments on the problem areas of housing and the stipends.

> "In Poland serious housing problems exist. The independent apartment close to downtown, which was requested for our intern, became unavailable at the moment of his arrival, due to reasons beyond your control. It took almost a month of an intensive search to find another apartment with similar conditions."

> "The Mayor's office had no opportunity to pay a stipend and there were some problems to find an inexpensive apartment in Moscow."

STRENGTHS OF THE MBA CORPS

We asked respondents to assess the strengths and weakness of the MBA Corps. The strengths they emphasized were: the attitudes, motivation, and skills of the MBA consultants, and the flexibility and organization of the program. Weaknesses highlighted were: the time it takes adjusting to new business climates, the time it takes to become familiar with projects, and weak follow-up on projects once implemented. Below are some sample comments addressing strengths and weaknesses.

Some Comments Addressing Strengths of the MBA Corps

"Flexibility in MBA Corps activity."

"Readiness to solve any problem and hard working consultants."

"Excellent business skills of MBA students..."

"Good organization on the part of the University of Michigan."

"Cross-cultural exchange and transfer of know-how."

Some Comments Addressing Weaknesses of the MBA Corps

"Time limitation. Summer is usually the least busy period in Poland, due to holidays in Polish enterprises..."

" Long time of adjustment to Russia economic and business environment."

"Weak participating in introduction of the developed project after finishing summer work."

"Upon arrival MBA students spend much time entering the projects."

RECOMMENDATIONS TO IMPROVE THE MBA CORPS

Recommendations to improve the MBA Corps centered on advance preparation of students, particularly with respect to the business environment, the formulation of projects, and continuing assistance with the implementation of

projects. There was a strong sense that three months was too short a duration to accomplish everything they wanted. Below are examples of specific recommendations for improvement.

> "Factors which limit our satisfaction from the Program are beyond our control. I understand that extension of the internship time or moving it is not possible."
>
> "To study in advance their project peculiarities related to the Russian business world."
>
> "To formulate the project much before the MBA's arrival."
>
> "The consultant should know or have general knowledge of the economic system and how business works in the country to which he is going."
>
> "Precise and determined in advance defining the range of a consultant's tasks and responsibilities (together with the host company)."
>
> "Use consultants employed previously. This way the company which utilizes the service of the MBA Corps would have a guaranteed cyclical continuation of these services."

SATISFACTION WITH MBA CORPS AND FUTURE PARTICIPATION

The vast majority (89%) of respondents said that they were very or quite satisfied with the MBA Corps Program. Only one was only somewhat satisfied. With respect to the intention to participate in the MBA Corps in the future, 44% said "definitely yes," 44% said "yes probably," and only one respondent said "maybe." Some volunteered in closing remarks that they looked forward to working with the University of Michigan Business School in the future and would welcome a permanent representative at their Center. Another respondent also mentioned that he was "counting on instructional programs at the University for Polish managers."

COMPARISONS BETWEEN 1993 MBA CORPS AND PREVIOUS YEARS

Interestingly, only half the respondents said that they felt the 1993 MBA consultants were better, with half saying they were the same or somewhat worse. These comparisons speak to the improvement of the MBA Corps over time. Respondents who said the quality of the 1993 consultant(s) was the same or worse emphasized the different assignments of the consultants, unfavorable business conditions, and better preparation of previous consultants. Respondents who said that the quality of them was somewhat better emphasized a better matching of the consultant's skills with the company's business, better quality of communication with the consultant, and improved understanding of the potential contribution by the consultant. Below are some comments.

MBA Consultant the Same or Somewhat Worse

> "The first two were much better prepared."
>
> "In 1992, we hosted an MBA student whose goal was to improve internal structures and procedures in our company. Therefore, he was independent of external circumstances. In 1991, we were more satisfied with the Program."

MBA Consultant Somewhat Better

> "Better understanding of what to expect from MBA's work and what kind of projects they can develop during three months."
>
> "Better matching of consultant's qualifications and experience with the firm's specific character."
>
> "Better quality of communication with the consultant achieved, thanks to the consultant's understanding that it's his task and responsibility to become understood (by persons who speak English as a second language not native)."

CONCLUSIONS AND RECOMMENDATIONS

Through its very talented pool of student consultants, the University of Michigan's MBA Corps is building significant business and professional linkages with a wide range of companies in Poland and Russia. According to executives in these companies, the student consultants have performed exceedingly well, often in difficult and uncertain situations with minimal supervision and support. Students are viewed by these executives as very useful sources of expertise on modern business practices and technical information for both improvement of current operations and the strategic posture of the company. Students are seen by them as enthusiastic and knowledgeable problem solvers. Perhaps most impressive about student accomplishments is the high level of performance given the breadth and scope of these assignments and the short time span they have to complete them.

There is a strong underlying theme that Polish and Russian companies are very eager to continue and strengthen linkages with the MBA Corps and the University's School of Business Administration. The facts that many companies have had previous MBA consultants and wish to continue linkages with the program is evidence of this. Further evidence is that some of their executives have mentioned that they were looking forward to having employees attend management workshops at the University, and possibly housing a University Business School representative at their center. These are encouraging signs that the relationships between the program and these companies are positive and getting stronger.

The continuity that the MBA Corps is developing with many of these Russian and Polish companies should only help to improve the fit between the student consultant and the host company, not that this fit is currently a major cause for concern. There is a learning curve for both sides: it takes time for executives in these companies to learn how to use the students most effectively and it takes time for organizers of the MBA Corps to learn how to best prepare students for their

specific overseas assignments. The data show that even with an outstanding training program at the University of Michigan, many student consultants enter their assignments with only a fair grasp of the host country's business climate and culture. They are even less prepared to speak the language. Some also need additional time to get up and running on their projects.

In view of these findings, we make the following recommendations.

1. **Identify MBA students earlier for assignments to Russia and Poland, giving them greater opportunities to develop foreign language skills and learn about the business climate and culture.**

   Giving students opportunities to invest in their own training through reading, coursework and other educational activities will deepen their commitment to the assignment and make them even more effective when they first arrive.

2. **Spend more time initially negotiating the student consultants' assignments.**

   Early identification of student consultants will enable them to get involved in the negotiation process and identify areas of needed expertise. In this way, they can shape some of their additional learning opportunities to prepare more rigorously for the assignment. This will avoid the magic bullet syndrome, where companies set unrealistic expectations for the student consultant's performance.

3. **Help ensure the continuity of student consultants' work, if at all possible.**

   It is good practice to complete something you start. Projects that flourish under the care of a highly motivated and enthusiastic student consultant but languish under the attention of a host country manager might leave a net negative result in the long run. Not that this is happening, but there is strong and genuine interest on the part of foreign host companies for follow-up on projects initiated by the student consultant.

4. **Consider the special needs of student interns who enter a new host company as opposed to those entering a company previously exposed to an MBA consultant.**

More time should be taken to negotiate the students' assignments to eliminate any unrealistic expectations and to get the best fit possible. Students entering firms previously assisted by an MBA student should be thoroughly briefed on that company by the former MBA consultants. In that way, the person can acquire a better sense of the actual needs and be better prepared to address them.

Appendix A

MBA PARTICIPANT INTERVIEW DATA SUMMARY

University of Michigan - MBA Corps Program Evaluation

MBA PARTICIPANT INTERVIEW DATA SUMMARY - (N=15 - 9 Poland, 6 Russia)

Introduction

The University of Michigan/MBA Corps Program has asked Formative Evaluation Research Associates to conduct an evaluation of the 1993 MBA Corps Program. The purpose of this interview is to obtain information about your consulting experience in order to assess the program's effectiveness and impact, and to improve the program for 1994.

The interview will take approximately 30-40 minutes. Your individual responses will be kept confidential; only summarized findings will be reported. Please let me know if there is any information discussed during the interview which you feel might identify you. Do you have any questions before we begin?

Expectations for the Program

First, I'd like to find out about your expectations for the program.

1. Why did you apply for the MBA Corps Program?

2. What did you hope to get out of the program?

Feedback on the Program

3. Now I'm going to ask you about the various aspects of the program beginning with the selection process. Please rate each of the following using a scale from 1 to 5 where 1=Poor and 5=Very Good.

How would you rate.....?

Mean		Very Good (5)	(4)	(3)	(2)	Poor (1)
	A. The essay/resume process					
4.6	Poland	5/56%	4/44%	0/0%	0/0%	0/0%
4.0	Russia	0/0%	6/100%	0/0%	0/0%	0/0%
	B. The interview process					
4.2	Poland	3/33%	5/56%	1/11%	0/0%	0/0%
4.2	Russia	2/33%	3/50%	1/17%	0/0%	0/0%
	C. The selection process					
3.8	Poland	2/22%	3/33%	4/44%	0/0%	0/0%
4.0	Russia	1/17%	4/67%	1/17%	0/0%	0/0%
	D. The process of matching MBA consultants with companies					
3.9	Poland	4/44%	2/22%	1/11%	2/22%	0/0%
3.2	Russia	0/0%	2/33%	3/50%	1/17%	0/0%

For any item rated 1-3, ask the respondent, to explain their response. Why did you rate ..... a (1, 2 or 3)?

4. The next set of questions asks you about the orientation and training program conducted in May prior to your assignment in Poland (or Russia). Please rate each of the following using a scale from 1 to 5 where 1=Poor and 5=Very Good.

   How would you rate the training and preparation you received regarding.....?

Mean		Very Good (5)	(4)	(3)	(2)	Poor (1)
	A. The language of the country					
4.1	Poland	4/50%	2/25%	1/13%	1/13%	0/0%
3.4	Russia	1/20%	1/20%	2/40%	1/20%	0/0%
	B. The political and cultural history of the country					
3.6	Poland	2/25%	2/25%	3/38%	1/13%	0/0%
3.3	Russia	1/17%	2/33%	1/17%	2/33%	0/0%
	C. The country's business and economic practices					
3.0	Poland	0/0%	4/50%	1/13%	2/25%	1/13%
3.2	Russia	1/20%	1/20%	2/40%	0/0%	1/20%
	D. Aspects of daily living in Poland (or Russia)					
3.1	Poland	0/0%	3/38%	4/50%	0/0%	1/13%
3.4	Russia	1/20%	2/40%	0/0%	2/40%	0/0%
	E. Overall					
3.9	Poland	2/25%	3/38%	3/38%	0/0%	0/0%
3.6	Russia	1/20%	2/40%	1/20%	1/20%	0/0%

For any item rated 1-3, ask the respondent, to explain their response. Why did you rate ..... a (1, 2 or 3)?

5. The next set of questions asks you how well informed you felt about various program details prior to your assignment in Poland (or Russia). Please rate each of the following using a scale from 1 to 5 where 1=Poorly informed and 5=Very well informed.

How well informed did you feel about.....?

Mean		Very Well Informed (5)	(4)	(3)	(2)	Poorly Informed (1)
	A. The objectives of the MBA Corps Program					
4.4	Poland	4/44%	5/56%	0/0%	0/0%	0/0%
3.7	Russia	2/33%	1/17%	2/33%	1/17%	0/0%
	B. The company to which you were assigned					
3.1	Poland	1/11%	2/22%	3/33%	3/33%	0/0%
2.2	Russia	0/0%	1/17%	1/17%	2/33%	2/33%
	C. Your potential job responsibilities and projects					
3.1	Poland	2/22%	2/22%	1/11%	3/33%	1/11%
2.5	Russia	0/0%	2/33%	0/0%	3/50%	1/17%
	D. Logistical details of the program (e.g., transportation, housing, compensation)					
4.2	Poland	3/33%	5/56%	1/11%	0/0%	0/0%
3.0	Russia	1/17%	2/33%	0/0%	2/33%	1/17%

For any item rated 1-3, ask the respondent, to explain their response. Why did you rate ..... a (1, 2 or 3)?

6. The next set of questions asks you about your experience while in Poland (or Russia). Please rate each of the following using a scale from 1 to 5 where 1=Poor and 5=Very Good.

How would you rate.....?

Mean		Very Good (5)	(4)	(3)	(2)	Poor (1)
	A. Your company's preparation for your arrival and job assignment					
3.0	Poland	1/11%	3/33%	2/22%	1/11%	2/22%
2.5	Russia	0/0%	2/33%	0/0%	3/50%	1/17%
	B. The communication between you and your company					
3.4	Poland	3/33%	3/33%	0/0%	1/11%	2/22%
3.7	Russia	2/33%	1/17%	2/33%	1/17%	0/0%
	C. The match between your company assignment and your skills and experiences					
4.1	Poland	6/67%	0/0%	1/11%	2/22%	0/0%
3.5	Russia	1/17%	3/50%	0/0%	2/33%	0/0%

6. The next set of questions asks you about your experience while in Poland (or Russia). Please rate each of the following using a scale from 1 to 5 where 1=Poor and 5=Very Good. (Continued)

How would you rate.....? (Continued)

Mean		Very Good (5)	(4)	(3)	(2)	Poor (1)
	D. The match between your company assignment and your career interests					
4.1	Poland	4/44%	2/22%	3/33%	0/0%	0/0%
3.5	Russia	2/33%	2/33%	0/0%	1/17%	1/17%
	E. The challenge of your work assignment					
3.7	Poland	4/44%	2/22%	1/11%	0/0%	2/22%
3.7	Russia	1/17%	4/67%	0/0%	0/0%	1/17%
	F. The importance of your work assignment to your company					
3.2	Poland	3/33%	1/11%	2/22%	1/11%	2/22%
3.5	Russia	0/0%	5/83%	0/0%	0/0%	1/17%
	G. The level of support you received from the MBA Corps staff					
3.8	Poland	3/50%	0/0%	2/33%	1/17%	0/0%
3.5	Russia	0/0%	3/75%	0/0%	1/25%	0/0%
	H. Compensation by the MBA Corps Program and/or your company					
4.0	Poland	4/44%	2/22%	2/22%	1/11%	0/0%
3.3	Russia	1/17%	1/17%	3/50%	1/17%	0/0%
	I. Housing arrangements					
4.2	Poland	5/56%	2/22%	1/11%	1/11%	0/0%
3.8	Russia	1/17%	3/50%	2/33%	0/0%	0/0%
	J. Level of support from R.A. in U.S					
4.8	Poland	6/75%	2/25%	0/0%	0/0%	0/0%
4.5	Russia	3/50%	3/50%	0/0%	0/0%	0/0%
	K. Level of support from support staff in Russia					
3.8	Russia	2/33%	2/33%	1/17%	1/17%	0/0%

7. What do you see as the major strengths of the MBA Corps Program?

8. What do you see as the program's major weaknesses?

9. How could the program be improved?

The Program's Impact on You

10. The next set of questions asks you about the program's impact on you. Please rate each of the following using a scale from 1 to 5 where 1=Not At All and 5=A Great Deal.

To what extent did the program enhance your.....?

Mean		A Great Deal (5)	(4)	(3)	(2)	Not At All (1)
	A. Knowledge of business					
3.4	Poland	3/33%	1/11%	2/22%	3/33%	0/0%
3.8	Russia	2/33%	2/33%	1/17%	1/17%	0/0%
	B. Knowledge of international business					
4.3	Poland	5/56%	3/33%	0/0%	1/11%	0/0%
4.2	Russia	3/50%	2/33%	0/0%	1/17%	0/0%
	C. Technical skills (e.g, develop a production layout, accounting system)					
2.6	Poland	1/11%	2/22%	0/0%	4/44%	2/22%
3.2	Russia	0/0%	4/67%	0/0%	1/17%	1/17%
	D. Consulting skills					
4.1	Poland	4/44%	3/33%	1/11%	1/11%	0/0%
3.7	Russia	1/17%	3/50%	1/17%	1/17%	0/0%
	E. Ability to work with individuals of another culture					
4.9	Poland	8/89%	1/11%	0/0%	0/0%	0/0%
4.5	Russia	4/67%	1/17%	1/17%	0/0%	0/0%

For any item rated 1-3, ask the respondent, to explain their response. Why did you rate ..... a (1, 2 or 3)?

11. What are the most important things you learned from your experience in Poland (or Russia)?

12. How has your experience in the program influenced your thinking about your career in business?

13. Has your experience in the program influenced your course selections?

Poland 4/57% Yes 3/43% No

Russia 5/83% Yes 1/17% No

If yes, how?

14. In what other ways has the experience influenced you?

15. To what extent do you believe your MBA Corps experience will help you with future employment opportunities? Would you say.....

Poland

Mean	A Great Deal (5)	Quite A Bit (4)	Somewhat (3)	A Little (2)	Not At All (1)
4.2	5/56%	1/11%	3/33%	0/0%	0/0%

Russia

Mean	A Great Deal (5)	Quite A Bit (4)	Somewhat (3)	A Little (2)	Not At All (1)
4.2	2/33%	3/50%	1/17%	0/0%	0/0%

A. If rated "somewhat", "a little" or "not at all", ask the respondent, to explain their response. Why did you say ..... ?

B. How do you think it will help you?

The Program's Impact on The Company

The next set of questions asks you about the program's impact on the company to which you were assigned.

16. Briefly describe the company where you consulted and your consulting assignment in Poland (or Russia).

Name of company:_____

Type of business:_____

16. Briefly describe the company where you consulted and your consulting assignment in Poland (or Russia). (Continued)

Size of company:_____

Poland - Median = 200

25	1/11%	200	3/33%
30	1/11%	350	1/11%
60	1/11%	50,000	2/22%

Russia - Median = 27.5

10	2/33%	200	1/17%
25	1/17%	9,000	1/17%
30	1/17%		

17. What impact did your work have on the company? *Probe for specific examples.*

Overall Assessment

18. The next set of questions asks for your overall assessment of the program. Please rate each item using a 5 point scale where 1=Strongly Disagree and 5=Strongly Agree.

Mean		Strongly Agree (5)	(4)	(3)	(2)	Strongly Disagree (1)
	A. I learned a lot professionally from the experience.					
3.8	Poland	4/44%	2/22%	1/11%	1/11%	1/11%
3.8	Russia	1/17%	4/67%	0/0%	1/17%	0/0%
	B. I learned a lot personally from the experience.					
4.7	Poland	7/78%	1/11%	1/11%	0/0%	0/0%
4.8	Russia	5/83%	1/17%	0/0%	0/0%	0/0%
	C. I was able to make a significant contribution at my assigned company.					
3.1	Poland	2/22%	2/22%	2/22%	1/11%	2/22%
3.5	Russia	0/0%	5/83%	0/0%	0/0%	1/17%
	D. My expectations for the program were met.					
4.1	Poland	5/56%	2/22%	1/11%	0/0%	1/11%
3.8	Russia	2/33%	3/50%	0/0%	0/0%	1/17%

Overall Assessment

18. The next set of questions asks for your overall assessment of the program. Please rate each item using a 5 point scale where 1=Strongly Disagree and 5=Strongly Agree. (Continued)

Mean		Strongly Agree (5)	(4)	(3)	(2)	Strongly Disagree (1)
	E. The MBA Corps Program is a well managed program.					
3.9	Poland	2/22%	4/44%	3/33%	0/0%	0/0%
3.7	Russia	1/17%	3/50%	1/17%	1/17%	0/0%
	F. I would recommend the program to interested MBA's.					
4.9	Poland	8/89%	1/11%	0/0%	0/0%	0/0%
4.2	Russia	3/50%	1/17%	2/33%	0/0%	0/0%

Your Background

This last set of questions asks you about your educational background and work experience.

19. What was your undergraduate major or concentration?

20. How many years of work experience did you have prior to enrolling in the MBA Program at The University of Michigan?

Poland - Median = 3.0

1	1/13%	5	2/25%
2	2/25%	6	0/0%
3	2/25%	7	0/0%
4	1/13%		

Russia - Median = 3.5

1	1/17%	5	1/17%
2	0/0%	6	0/0%
3	2/33%	7	1/17%
4	1/17%		

21. What was the type of business of your previous employer (e.g., accounting firm, manufacturing)?

22. What was the approximate size of the company where you were previously employed (e.g., how many people were employed by the company)?

23. What was your previous job (e.g., accountant, marketing rep, engineer)?

24. Prior to participating in the MBA Corps Program, how much previous consulting experience did you have?

Poland

Mean	A Great Deal (5)	Quite A Bit (4)	Somewhat (3)	A Little (2)	None At All (1)
2.2	1/11%	1/11%	2/22%	0/0%	5/56%

Russia

Mean	A Great Deal (5)	Quite A Bit (4)	Somewhat (3)	A Little (2)	None At All (1)
2.3	0/0%	1/17%	2/33%	1/17%	2/33%

25. Is there anything else which you would like to add about the program or your experience?

Thank you for your time and thoughts.

Appendix B

1994 MBA CORPS PROGRAM DATA SUMMARY AND VERBATIM RESPONSES

MBA CORPS PROGRAM QUESTIONNAIRE
DATA SUMMARY - N=9

INTRODUCTION: The University of Michigan's Business School needs your help. They would like to know more about your experience with the 1993 MBA Corps Program. FERA (Formative Evaluation Research Associates) an independent evaluation group located in Michigan has been contracted with to conduct an evaluation of the program. FERA is also interviewing the MBA consultants about their experiences in the program. The information from the interviews and questionnaires will be used to: 1) improve next year's program and 2) describe the program to students, other business schools and corporations interested in participating or duplicating the MBA Corps Program. Your responses to the questionnaire will be confidential.

The questionnaire should take about 20 minutes to complete. **Please return your completed questionnaire to FERA within the next week if at all possible**. You can return the questionnaire by FAX or airmail.

- The FAX number is [your international code number] 313 994-9088;
- The mailing address is:

  Karin Tice Szocik
  FERA
  777 Waterman Rd.
  Ann Arbor, Michigan, 48105
  U.S.A

First, we would like to ask you about your expectations for the 1993 MBA Corps Program.

1. Why did your company decide to participate in the MBA Corps Program?

2. What did your company hope to achieve as a result of having an MBA Corps consultant(s)?

3. To what extent were your expectations met? (Please circle one response.)

Mean	Very Much (5)	Quite A Bit (4)	Somewhat (3)	Not Too Much (2)	Not At All (1)
4.0	1/11%	7/78%	1/11%	0/0%	0/0%

Please explain?

4. How many MBA consultants did your company host in 1993?

Mean 1.3

1 - 6/67%
2 - 3/33%

5. Did the MBA consultant(s) work: (Please check all that apply)

3/33% Under a supervisor
7/78% Independently
3/33% As part of a team
0/0% Other (Please describe) combination all of three items

Now we would like to ask you some questions about the impact of the 1993 MBA Corps Program on your company.

6. Please describe how the MBA consultant(s) were useful to your company. Please be specific (e.g., designed and implemented a marketing campaign).

7. To what extent did the MBA Corps consultant contribute to your company's management and business practices? (Circle one response.)

Mean	A Great Deal (5)	Quite a Bit (4)	Somewhat (3)	Not Too Much (2)	Not At All (1)
4.0	3/33%	3/33%	3/33%	0/0%	0/0%

8. Overall, how useful was having an MBA consultant(s) to your company? (Please circle one response.)

Mean	Very Useful (5)	Quite Useful (4)	Somewhat Useful (3)	Not Too Useful (2)	Not At All Useful (1)
4.2	4/44%	3/33%	2/22%	0/0%	0/0%

Now we would like to ask you some questions about some of the logistical details of the 1993 MBA Program.

9. Upon their arrival, how would you rate the MBA Corps Consultant's: (Please circle the appropriate number for each item.)

Mean		Excellent (4)	Good (3)	Fair (2)	Poor (1)	Don't Know (9)
3.3	A. Technical Business skills	3/33%	4/44%	1/11%	0/0%	1/11%
3.3	B. Consulting skills	3/33%	6/67%	0/0%	0/0%	0/0%
1.9	C. Language preparation	1/13%	2/25%	0/0%	5/63%	0/0%
2.6	D. Understanding of Polish/ Russian customs	2/22%	3/33%	2/22%	2/22%	0/0%
2.1	E. Knowledge of the Polish/ Russian economic system	0/0%	4/44%	2/22%	3/33%	0/0%
2.1	F. Knowledge of Polish/Russian business practices	0/0%	3/33%	3/33%	2/22%	1/11%

10. In your opinion, how much did the MBA Corps consultants learn about the following aspects of Polish or Russian life: (Circle the appropriate number for each item.)

Mean		A Great Deal (5)	Quite A Bit (4)	Some-what (3)	Not Too Much (2)	Not At All (1)	Don't Know (9)
4.1	A. Customs	3/33%	4/44%	2/22%	0/0%	0/0%	0/0%
3.1	B. The Language	2/22%	2/22%	0/0%	5/56%	0/0%	0/0%
4.3	C. The Economic System	4/44%	4/44%	1/11%	0/0%	0/0%	0/0%
4.5	D. Business Practices	4/44%	4/44%	0/0%	0/0%	0/0%	1/11%

11.* To what extent were the following aspects of the program problematic? (Circle the appropriate number for each item.)

Mean		Very Problematic (5)	Quite Problematic (4)	Some-what Problematic (3)	Not Too Problematic (2)	Not At All Problematic (1)
2.2	Providing housing	1/11%	1/11%	1/11%	2/22%	4/44%
1.8	Providing a stipend	0/0%	1/11%	1/11%	2/22%	5/56%
1.2	Communication with the students	0/0%	0/0%	0/0%	2/22%	7/78%
1.4	Defining the students' job assignment(s)	0/0%	0/0%	1/11%	2/22%	6/67%
1.7	Cross-cultural misunderstandings	0/0%	1/11%	0/0%	3/33%	5/56%

For any items which were problematic, please briefly describe the problems encountered.

* Please note (1) is the most positive response.

Next, we would like to ask you about your overall assessment of the 1993 MBA Corps Program.

12. What do you see as the strengths of the MBA Corps Program?

13. What do you see as the weaknesses of the MBA Corps Program?

14. What would you suggest to improve the Program?

15. Overall, how satisfied was your company with the MBA Corps Program? (Circle one response.)

Mean	Very Satisfied (5)	Quite Satisfied (4)	Somewhat Satisfied (3)	Not Too Satisfied (2)	Not At All Satisfied (1)
4.2	3/33%	5/56%	1/11%	0/0%	0/0%

16. Would your company consider hosting another MBA consultant in the future? (Circle one response.)

Mean	Yes, Definitely (5)	Yes, Probably (4)	Maybe (3)	No, Probably Not (2)	No, Definitely, Not (1)
4.3	4/44%	4/44%	1/11%	0/0%	0/0%

Background Information

17. What is your title or position (e.g., marketing manager)? _____

18. How much interaction did you personally have with the 1993 MBA consultant(s)? (Circle one response.)

Mean	A Lot (4)	Some (3)	A Little (2)	Not At All (1)
3.4	4/44%	5/56%	0/0%	0/0%

19. What is the ownership of your company? Is your company:

3/33% Public (state-owned)

5/56% Private (owned by Polish or Russian Nationals)

1/11% Multi-National

20. Before participating in the MBA Corps Program had your company ever used a consultant from outside of Eastern Europe? 4/44% Yes 5/56% No

If yes, from what country? _____

21. How many years has your company participated in the MBA Corps Program (include 1993)?

Mean	
2.0	1 - 4/44%
	2 - 3/33%
	4 - 2/22%

22. How many consultants has your company hosted in total (include 1993 consultants)?

Mean	
3.7	1 - 2/22%
	2 - 2/22%
	4 - 3/33%
	5 - 1/11%
	10 - 1/11%

23. If you hosted MBA consultants in 1992, how would you compare your experience with the program in 1992 to the 1993 program?

Mean	Much Better (5)	Somewhat Better (4)	The Same (3)	Somewhat Worse (2)	A Lot Worse (1)
3.2	0/0%	3/50%	1/17%	2/33%	0/0%

Please explain your response.

24. Is there anything else you would like the University of Michigan Business School to know?

Thank you very much for your time!

MBA CORPS PROGRAM QUESTIONNAIRE - 1994
VERBATIM RESPONSES

1. Why did your company decide to participate in the MBA Corps Program?

The Mayor Office has good relations with MBA Corps Director Marian Krzyzowski. TsAGI's recommendation. Desire of local businessmen.

Necessity for developing a Western style business plan for a project of the City Business Center and successful work of MBA '92 at TsAGI.

Because of good experience in 1992 when MBA Joe & Joe came to TsAGI. First decision was made in 1992 due to recommendation of Prof. C.W. Kauffman (U of M Aerospace) and following visit of MBA Corps Director Marian Krzyzowski.

We received information about he MBA Corps from Mr. Kerth Reyher. He convinced us to take this opportunity.

As a 45-year-old company, privatized in January 1992, we wanted to obtain information, assessment of our present situation, and suggestions for the further operations of our company. The contact with the MBA sounded like fulfillment of our expectations for acceptable costs.

- To continue participation in the program
- Because of an interesting candidate being recommended as a consultant
- In the search for knowledge and experience in the area of business management

We have benefited from participation in the MBA Corps Program in the previous years

The weakest point in the Polish economy is management, especially in the area of "intellectual production." Thus, planning and development are very much in need of a Western, "civilizing" structure. It is needed not so much in the technical aspects of business—Poland leads Central Europe in computer applications—as it is in establishing organizational standards and procedures.

2. What did your company hope to achieve as a result of having an MBA Corps consultant(s)?

Management, marketing, and classes for local businessmen.

Business plan for the Business Center at the city of Zhukovsky.

Better market opportunity.

We wanted the consultant to assess our company's organization, improve the operations of the economic department and accounting.

The consultant's stay was supposed to supply information in respect to:
- changing internal organization structure of our company;
- increasing effectiveness of the company's operation;
- developing a marketing strategy; and
- obtaining other, important to the company, observations.

- obtaining information about the rules based on which American computer companies operate (stores, technical department);
- consulting in respect to implementation of a new organizational structure in the company -- in the area of customer service; and
- training sales representatives in the area of sales techniques.

1. Improve skills in market research through lectures and participation in research projects.
2. Help in designing structure and program of Market Research Section at Doradca.

We started a managerial "revolution" in our two companies. We needed practical help.

3. To what extent were your expectations met? (Please circle one response).

Very Much

Business plan was finished to the end of MBA's staying in Moscow.

Quite a Bit

Every Thursday 2 MBA's gave lessons and individual consultations.

Might be better if MBA consultants had just one project (instead several).

The consultant fulfilled our expectations because he did everything mentioned in question #2.

The consultant showed great energy and involvement. In addition to proposed solutions, he developed contact with many of our employees. In the course of learning about the enterprise, he explained many issues to the employees with whom he was in contact.

Planned goals were achieved. The consultant was a person well selected for the Firm's specific character. Knowledge and experience of the consultant precisely matched the field of the Firm's operation (computer & computer programming).

Both of the consultants (Jan Copahen in 1992 and Greg Ryan in 1993) were competent and full of initiative, but they were not aware enough of the specifics of the country and the leftover communistic business coma.

Somewhat

Unfortunately, there was no possibility of a know-how transfer due to lack of full-fledged market research projects during an internship (everything depends on current assignments; this time we were not lucky).

6. **Please describe how the MBA consultant(s) were useful to your company. Please be specific (e.g., designed and implemented a marketing campaign).**

MBA consultant prepared business classes. Consult about 20 local businessmen.

MBA consultants studied Russian economic media and made a good product.

They developed business plan for the one conversion proposal project of TsAGI named Konkurent. Preparation to the marketing campaign (market investigating among small/middle size aerospace companies). Preparation different business documentation for using in the Western market.

1. Assessed the company's organization.
2. Prepared the balance sheet.
3. Assessed the operations of accounting.
4. Proposed a new kind of report prepared by accounting for purposes of the company's management.
5. Assessed the flow of information among departments in our publishing company.

The consultant delivered:
- instructions for a newly created marketing department (12 pages).
- recommendations for organizational changes within the company (9 pages), which provided the basis for continuously occurring reorganization.

In addition, as an independent person, he presented his suggestions related to the paths of potential development of the firm in the manner which would provide possibly the most substantial profits for the stockholders.

- consulting about how to manage computer stores
- implementing a procedure for training sales representatives in the area of sales techniques.
- implementing a procedure for selecting potential candidates for the position of a sales representative.
- preparing documentation for an application for the restructuring of hard currency loans.

1. Designed questionnaires and helped in analyzing collected data (office space market).
2. Designed and implemented a series of lectures on marketing research techniques.

The consultant from MBA introduced labor organization standards (a system of memos and reports after countdowns for developmental projects and managerial bookkeeping) and independently shaped a developmental architectonic project.

8. **Overall, how useful was having an MBA consultant(s) to your company? (Please circle one response.)**

Without them it would be impossible to develop such a business plan which appeared helpful to get money for the future business center.

9. Upon their arrival, how would you rate the MBA corps Consultant's?

c. Language preparation

None - which I didn't mind.

11. For any items which were problematic, please briefly describe the problems encountered.

The Mayor's office had no opportunity to pay a stipend and there were some problems to find an inexpensive apartment in Moscow.

In Poland serious housing problems exist. The independent apartment close to downtown, which was requested for our intern, became unavailable at the moment of his arrival--due to reasons beyond our control. It took almost a month of an intensive search to find another apartment with similar conditions.

(not very important problems)
- difficulty with finding a small independent housing unit close to downtown for short-term occupancy.
- unregulated official/legal aspect of how to pay consultants (employment is impossible--work permit -- other forms of employment are not included in the costs of operation).

The process of entering a "different world" and a messy business situation creates for the first month and-a-half a shock therapy, after which the consultant is ready to enter the practical and helpful operations of the company.

12. What do you see as the strengths of the MBA Corps Program?

Flexibility in MBA Corps activity.

Readiness to solve any problem and hard working by consultants.

Excellent business skills of MBA students, long term work (three month) in compared with consultants TsAGI had before.

The consultant comes from a country with a different economic system and different rules of how business works. It's interesting, he can propose solutions used in his country.

We believe it is difficult to assess the entire MBA Corps Program based exclusively on the three-month stay of your intern, who was representing his own individual involvement and attitude on various issues.

- good organization on the part of the University of Michigan
- close, continuous, and to the point relationship/contact with the program's director
- good selection of candidates

Cross-cultural exchange; transfer of know-how; improving language skills.

- high qualifications of the consultants and their practical skills
- American optimism as an antidote for the daily (absurd) Polish pessimism
- organizational "culture" that the consultants simply breathe

13. What do you see as the weaknesses of the MBA Corps Program?

Long time of adjustment to Russian economic and business environment.

Weak participating in introduction of the developed project after finishing summer work. Maybe this is a problem because of MBA's study at the University.

Upon arrival MBA students spend much time entering and running the projects.

I think it [the program] doesn't have weaknesses.

as above

lack

Time limitation (summer is usually the least busy period in Poland, due to holidays in Polish enterprises--they do not undertake serious projects).

Too little introductory preparation, i.e., lack of knowledge of local realities and the structural organization of the institutions where they were working.

14. What would you suggest to improve the Program?

To study in advance their project peculiarities related to the Russian business world.

If possible to continue their work under the project and help in the U.S.

To formulate the project much before the MBA's arrival.

The consultant should know or have general knowledge of the economic system and how business works in the country to which he is going.

as above

- precise and determined in advance defining of the range of a consultant's tasks and responsibilities (together with the hosting company)
- thorough selection of candidates, respectively to the business character of the hosting company.

In fact, factors which limit our satisfaction from the Program are beyond our (or the Project organizers') control. I understand that extension of the internship time (or moving it) is not possible.

Solving the problems of the last answer. For such a short-term work, the period of preparation should be relatively long and should use consultants employed previously. This way, the company which utilizes the services of the MBA Corps would have a guaranteed cyclical continuation of these services.

23. If you hosted MBA consultants in 1992, how would you compare your experience with the program in 1992 to the 1993 program?

Somewhat Better

Better understanding of what to expect from MBA's work and what kind of projects they can develop during three months.

- better matching of the consultant's qualifications and experience with the firm's specific character
- better quality of communication with the consultant achieved, thanks to the consultant's understanding that it's his task and responsibility to become understood (by persons who speak English as a second language, not native).

Somewhat Worse

The first two were Joseph Mashkovich and Joseph Kostolansky. They were much better prepared.

In 1992 we hosted an MBA student whose goal was to improve internal structures and procedures in our company. Therefore, he was independent from external circumstances. In 1991 we were even more satisfied with the Program.

The Same

Basically the scope of the consecutive consultations was a bit different. In 1992, Jan Copahen was chiefly concerned with developmental projects conducted by the company. On the other hand, in 1993, Greg Ryan assisted in preparations for the internal reform of the company's management.

24. Is there anything else you would like the University of Michigan Business School to know?

See you in the city of Zhukovsky next year. Welcome!

Thank you for such an opportunity to work with MBA Corps. We invite Michigan Business School to have a permanent representative located in Zhukovsky Business Center.

TsAGI hopes on long term cooperation with Michigan Business School MBA Corps.

No.

We're counting on the return of the idea to organize instructional programs for Polish managers at the University of Michigan.

We believe that this form of inspiration or knowledge is essential for all Polish companies regardless of size, profile of activity or state of development. Aside from the standard advantages of such cooperation, it may also lead to a development of business partnerships, which happened with one of our former consultants.

Appendix D

Evaluation Report for the
1994 Michigan Business Assistance (MBA)
Corps Program

EVALUATION OF THE 1994 INTERNATIONAL MBA CORPS -- INTERVIEWS WITH MBA CORPS INTERNS

Introduction:

As part of its ongoing program assessment, BIAD conducted an evaluation of the 1994 MBA Corps by interviewing 12 of the 13 MBA Corps interns who participated in the Program during the summer of 1994 (one intern was traveling abroad and not available for an interview). Eight of the interviews were face-to-face, and four were phone interviews. Two kinds of questions were posed -- open-ended questions as well as questions asking for numerical ratings of various program aspects. The data below presents the interns' answers to the questions. Those questions that requested a numerical rating provide an average score, and in cases where the intern included a comment along with the numerical rating, that comment is also presented.

Highlights of 1994 Evaluation

As in the previous two years, the results of the intern interviews were very positive. While the degree of satisfaction with the experience varied somewhat depending on the specific placement, all the interns reported that the experience was very rewarding, and none indicated any regret about participating in the program. In fact, all the interns agreed strongly that they would recommend the program to other MBA students - a clear indication of their endorsement of the program.

Interns reported that they learned problem-solving skills, communication skills, and survival skills for a different environment and how to interact with people of another culture. Several reported that they particularly valued the opportunity to learn about managing in a highly unstructured environment. Most also indicated that they were very gratified by the feeling that they had been able to make "a real difference".

Strengths of the Program

Specific strengths of the MBA Program cited by the interns included the program's flexibility -- though some indicated that the absence of a framework could pose a problem to someone who was not prepared. The students who were sent to Poland were highly complimentary of the orientation prior to their departure, while the interns placed in Russia felt that their orientation program was somewhat weak.

Another strength was the variety of internships available and the different kinds of projects offered. Perhaps the major strength of the program was the fact that if offered the opportunity to undertake real projects with real companies that provided hands-on experience.

Areas for Improvement

The interns pointed to two areas where the felt the program could be improved. Several indicated they would have liked the application process to have concluded earlier so that they would have had more time to be prepared for the trip. Perhaps the main recommendation for improvement was a desire for better communication with the host company prior to their departure, so that the interns would have a better idea of what projects to expect, and how to best prepare. A related suggestion was that the companies could be better prepared for the arrival of the intern, so that project could begin right away.

General Impact

Many of the interns reported that the experience had an impact on their future career plans. Their interest in international business was either increased or confirmed, and most indicated a desire to pursue international business after their graduation.

Expectations for the Program

Please list your expectations for the program.

1. How did you hear about the International MBA Corps?

    1. Through a flyer
    2. Through a flyer in my mail folder and other MBA students.
    3. Through application materials to the B School. Important reason why I applied to UM.
    4. On campus.
    5. I heard about it before I came to school here, it had influence on my decision to apply to UM.
    6. In B School brochure, one reason why I applied to UM.
    7. Monroe Street Journal and direct literature.
    8. Through friends.
    9. Flyer in my mail folder and an announcement in the Monroe Street Journal.
    10. Flyer in my mail folder.
    11. Flyer in my mail folder and also heard other people talk about it.
    12. Flyer in my mail folder.

2. Why did you apply for the International MBA Corps Program?

    1. I wanted an opportunity for the summer, thought a foreign internship would be a great experience.
    2. Though a specific position that was advertised, it was a perfect fit for me. Also, through Eastern Europe was an exciting prospect.
    3. Good opportunity to do international work, a chance of a lifetime. I wanted involvement with Dr. Brophy's program. I also had an interest in Eastern Europe.
    4. I was interested in placement in Russia, I wanted to go back to Russia where I had previously worked for several years.
    5. Ideal match of two interests of mine--Eastern Europe and consumer products.
    6. To get an experience in Eastern Europe. I wanted international experience in an emerging economy.

7. A chance to get paid for an internship in Easter Europe.

8. Appeared to be a great opportunity to gain international experience.

9. I wanted an international experience.

10. There was a match between my experience/background and one of the positions-it set off a light bulb. Also, a potential employer with whom I interviewed recommended that I get some international experience to enhance my job prospects.

11. I wanted international experience in Eastern Europe.

12. I was looking for a temporary summer assignment-wanted international experience in "emerging economy.

3. What did you hope to get out of the program:

1. To get a greater perspective of international business and utilize the skills I learned at school.

2. To learn about the field of architecture in other countries. I wanted to learn about running a small business.

3. Overseas experience. I wanted to determine if I wanted to pursue international work. I wanted to help companies.

4. I hoped to get an opportunity to apply the skills I developed at the B School.

5. International experience with leading consumer products company.

6. An understanding of business in an emerging market to see if I could function well in that kind of environment.

7. Additional practice working in Eastern Europe.

8. International experience.

9. The international experience. I was attracted to the independent aspect of the program.

10. International experience to bolster my resume. It was such a good plus for my future employment that my wife and I were willing to be apart for the summer.

11. Good business experience-different from research orientation at Davidson Institute.

12. Better international understanding, enhance my resume.

Feedback on the Program

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4. Please comment about aspects of the program beginning with the selection process. Please rate each of the following using a scale from 1 to 5 where 1= Poor and 5=Very Good.

A. The essay/resume process. Average= 4.7

1. 4-Essay appropriate in order to narrow group down to those truly committed.
2. 5-Good question.
3. 5-Handled well. Opportunity to express my intentions.
4. 4
5. 3-Too formal and cold
6. 4
7. 4
8. 4
9. 5
10. 5
11. 4-Time consuming, but made me think.
12. 5

B. The interview process. Average= 4.6

1. 3
2. 5
3. 2-Interview process with OSPEF was disorganized.
4. 4
5. 3-Would have been a plus to interview with former intern.
6. 5
7. 4
8. 4

9. 4-Interview on campus was fine. Surprised there was no interview with P&G.

10. 5

11. 3-I didn't think my interview delved deeply enough into my motivation and skills. It left me uneasy.

12. 5

C. The selection process. Average= 2.9

1. 4

2. 4

3. 2-I was notified very late of my selection--didn't have time.

4. 3-Communication was not adequate. Time frame for making a decision was too short after I received the offer.

5. n/a

6. 4-So far behind Davidson Institute process that MBA Corps may have lost some strong candidates.

7. 4

8. 4

9. 4

10. 5-I don't know much about it, since I only requested one specific position. I was informed within two weeks that I got it.

11. 4-Inherent problem of interviewing with a foreign company.

12. 5

D. The process of matching MBA Interns with companies. Average= 4.3

1. 4

2. 5-Only wanted one position and I got it.

3. n/a-I worked for OSPEF

4. 4

5. n/a-The decisions were made by P&G.

6. 5

7. 4

8. 4

9. 5-I got my first choice.

10. n/a-I only considered one position.

11. 3-I applied for 2 positions, but was matched with my second choice. A pre-interview would have been helpful. Not open enough.

12. 5

5. The next set of questions asks you about any orientation and/or training program conducted by the host agency prior to your assignment. If there was no orientation, please skip to question 5. Please rate each of the following using a scale from 1 to 5 where 1=Poor and 5=Very Good.

How would you rate the training and preparation you received regarding...?

A. The language of the country? Average= 3.8

1. n/a

2. 4

3. 5-It was amazing, I learned so much in such a short time.

4. n/a

5. 5-More than I could expect.

6. 3-Teacher was fantastic, but we didn't have enough time.

7. 5

8. 2

9. 5-The teacher was excellent.

10. 1-Really needs improvement-it's the most important skill. Instructor was good, but we didn't have enough time.

11. 5-Very good preparation, especially given that it was only 3 weeks.

12. 3-Short amount of time.

B. The political and cultural background of the country. Average= 4.3

1. n/a
2. 4
3. 5
4. n/a
5. 5
6. 5
7. 2-Too extensive
8. 5-Way too good.
9. 5-The teaching was high quality.
10. 4-I liked the fact that there were not too many structured presentations. Keep it short and sweet.
11. 4-Well organized.
12. 4

C. The country's business and economic practices. Average= 3.7

1. n/a
2. 3
3. 4
4. n/a
5. 5
6. 4-A little too macro.
7. 2-A lot more practical material available. VAT tax rates, accounting practices. This is what you need.
8. 5-Way too good
9. 5
10. 3-Would have liked more structured presentation.
11. 3-Wasn't given as much attention.
12. 3-Didn't learn much about business practices.

1. n/a

2. 3-Poor guidance about what to expect once we arrived.

3. 5

4. n/a

5. 5

6. 3-I didn't know what I was walking into.

7. 4

8. 3

9. 5

10. 4-Spartan living expectations were well communicated.

11. 4

12. 5

E. Overall. Average= 3.9

1. I was only selected shortly prior tot he assignment, so I didn't participate thoroughly. It was average, could be better.

2. 3-Very strong in language, weaker when it came to learning about the host companies.

3. 5

4. There was no orientation.

5. 5-It was amazing, I was impressed by the exceptional quality.

6. 4-Would have gotten more out of more hours.

7. n/a

8. 1-Language and daily living issues are what is most critical and relevant. We should have had 6 hours per day language and 2 hours background.

9. 5-I was really impressed with the quality of the orientation.

10. 4

11. 4-A lot of effort was put into it.

12. 4

6. Please tell us how well informed you felt about various program details prior to your assignment. Please rate each of the following using a scale from 1 to 5 where 1=Poor and 5=Very Good.

How well informed did you feel about...?

A. The objectives of the MBA Corps Program. Average= 3.8

1. 4
2. 3-Didn't know much.
3. 3-I knew more about OSPEF than MBA Corps.
4. 5
5. 2-I didn't know much about background of the program.
6. 5
7. 5
8. 5
9. 5
10. 4
11. 2-I didn't know about overall objectives, who funds it, it's history, etc.
12. 2-Not sure who funds it or it's origins.

B. The company to which you were assigned. Average= 3.9

1. 4
2. 3-I knew it was an architecture firm, but not much more.
3. 5
4. 3-I could have been given more information
5. 3-I didn't know much about their operation in Poland.
6. 4
7. 5

8. 5

9. 5-Our contact at P&G detailed all our objectives in advance.

10. 3-I did not feel very well informed, but I'm not sure what could have been given me to prepare me better.

11. 2-I knew it was a bank, but not much else.

12. 5

C. Your potential job responsibilities and problems. Average= 3.2

1. 3-I didn't get a whole lot of information.

2. 2-Zero, company didn't know what it expected of us.

3. 1-Given absolutely no guidance. For me it was great ultimately, but for some of the people it was stressful.

4. 3-Very general.

5. 1-We defined the project while there--would have liked to know beforehand. But things change so fast there it's hard to plan.

6. 5-Self-initiated, I handed them until then they gave me the information.

7. 5

8. 5

9. 3-They weren't too specific, but that 's what I expected--not a problem.

10. 5

11. 2-Not specified in advance.

12. 3-The project I was assigned to was totally changed,.

D. Logistical details of the program (e.g., transportation, housing, compensation). Average= 3.8

1. 4-Transportation was up in the air, but I knew what lodging and compensation.

2. 2-I didn't know how/when we would get paid.

3. 3-Housing was not arranged, I was not informed about travel arrangements.

4. 5

5. 4

6. 5

7. 5

8. 4

9. 5

10. 3-Didn't know until last minute what the visa procedure was, where we would be staying, or whether we would be compensated for food. Made me wonder at first how "together" the MBA Corps was. But all these issues were settled.

11. 3-I got information as we demanded it, but a lot was left up in the air. My second company assignment was much better-it was very strong.

12. 3-Didn't know who was picking us up at the airport, would have liked a map.

7. Please share your experiences during the internship. Please rate each of the following using a scale from 1 to 5 where 1=Poor and 5=Very Good.

Poor — Very Good

5 4 3 2 1

A. Your company's preparation for your arrival and job assignment. Average= 3.7

1. 5-Very well organized, well treated

2. 3-I was met at the airport. Weren't prepared to give me an assignment, had no plans for me.

3. 4-Brian was well prepared.

4. 1-Company met me at the airport. However, company wasn't prepared in terms of tasks and projects.

5. 5

6. 5

7. 5

8. 5

9. 4-We were able to choose from among several possible projects.

10. 2-First 3-4 weeks weren't as productive as I would have liked, because our duties and projects weren't defined. Maybe it was a plus, because it enabled us to help define our projects.

11. *1-No one picked me up at the airport, despite being assured I would be picked up.

12. 4

B. The communication between you and your company. Average= 4.3

1. 5

2. 4

3. 5

4. 3-People were assessable. However, communication regarding strategic business issues was not clear, because they themselves were not certain, and they were reluctant to share all the required information with me.

5. 5

6. 4

7. 5

8. 5

9. 5-Our contact was an excellent manager.
10. 5

11. *1-The person I was supposed to be working for I didn't speak with at all.

12. 5

C. The match between your assignment and your skills and experiences. Average= 4.8

1. 5

2. 5

3. 5-Experiences, unrelated to what I ultimately did. Skills were well matched.

4. 4-It was cross-functional and tapped into many of my skills.

5. 5

6. 5

7. 5

8. 5

9. 5

10. 5

11. 4

12. 5

D. The match between your assignment and your career interests. Average= 4.8

1. 5

2. 5

3. 5

4. 4-Would have liked something more financially oriented.

5. 5

6. 5

7. 5

8. 5

9. 5

10. 5

11. 3*

12. 5

E. The challenge of your internship assignment. Average= 4.4

1. 5

2. 5-Pretty hard internship, particularly because it was unstructured.

3. 5-Five plus

4. 5

5. 5

6. 4

7. 5

8. 4

9. 3-We had a slow start during the first month.

10. 5

11. *3-I wasn't really pushed.

12. 4

F. The importance of your work to your company. Average= 4.2

1. 4

2. 5-They're happy with what I did invited me back for summer of 1995.

3. 5-Most important thing they had.

4. 3-Their real objectives were different from what my work (business plan) was based on.

5. 5

6. 5

7. 5

8. 4

9. 4

10. 5

11. *2-I don't think they used it. The person I worked for was not interested.

12. 3-I don't think they were comfortable giving us access to core information-our work was somewhat peripheral.

G. The level of support you received from the MBA Corps staff. Average= 3.9

1. 2-Person did not really go "beyond the call of duty".

2. n/a

3. n/a

4. 5

5. 4-Got what I needed 2 out of 3 times.

6. 4-Sometimes lag in information flow from research assistant.

7. n/a

8. 4

9. 5-I never called on the research assistant, but Marian's support was very good.

10. 5-Technical communications problems.

11. 4

12. 2-Very disappointed with support person we had-wasn't knowledgeable about library research.

H. Compensation by the MBA Corps Program and/or your agency. Average= 3.8

1. 3

2. 3-Would expect more for "leadership post", but it was satisfactory.

3. 4-More than I had expected.

4. 4

5. 4

6. 5

7. 4

8. 4

9. 5

10. 2-I considered this assignment warranted "hazardous duty pay", though we received less than traditional internship. But the richness of the experience makes up for it-I would have accepted assignment even if pay was lower.

11. 4-I was more interested in the experience than the compensation.

12. 4-It was less than other internships, cost of living had gone up since last year.

I. Housing arrangements (Optional). Average= 3.7

1. 4

2. 2

3. 5

4. 4

5. 4

6. 5

7. n/a

8. 4

9. 5

10. 1

11. *2-I was given a hotel room without cooking facilities.

12. 5

***All aspects considerably higher during my 2nd assignment.**

8. What do you see as the major strengths of the MBA Corps Program?

1. Purpose of the program 1) good--i.e. international experience for students and assistance to emerging countries. Good working relationship with companies in Russia, It's not very structured, it's flexible.

2. Great program--afforded all sorts of different opportunities, variety of internships, entrepreneurial and autonomous framework-a lot of leeway for personal initiative.

3. Real projects and real companies, not just theoretical.

4. Organized way to provide internships with hands-on experience. Potential strengths are in connection that are established. The work the students do is extremely important.

5. n/a

6. Hands-on experience, see effects of our work, 14 weeks is a good time period, working with small companies.

7. Direct contact between companies and MBA's.

8. International experience.

9. Team environment--working with the Polish students was great. Training and orientation.

10. a). It let's us make a real difference in Eastern Europe-just the more presence of 3 American students helped the institute with a variety of contacts. b). Ability to provide a unique and meaningful internship experience.

11. Language training. Most internships seemed well organized.

12. It's flexible and gives students a lot of responsibility. I like being able to work in a looser situation.

9. What do you see as the program's major weaknesses?

1. The support we received in-country was a little lacking, i.e. research information.

2. Preparation was poor, did not know what to expect over there. Not advertised as well as it should be, program is much better than Davidson.

3. Most people don't know about it, they only know about Davidson.

4. The preparation of the company for making better use of the intern.

5. n/a

6. Application process too late. Not promoted/supported strongly enough by the administration.

7. Need to match skills closely, not easy.

8. Language training.

9. Not as structured as it might have been, would have appreciated more feedback.

10. Most of the weaknesses are a function of the environment of Russia-that's the reality of Eastern Europe.

11. I need to know more details about what to expect regarding living arrangements.

12. Inability to get quick turnaround on information. Coordination in between time I was accepted into program and departure was shaky, particularly with paperwork. Communication with interns was inconsistent.

10. How could the program be improved?

1. Get more information to interns about companies prior to assignment.

2. n/a

3. Needs to be significantly differentiated from Davidson Institute. I think the MBA Corps is a more valuable experience.

4. Better orientation. Arrange meeting among interns while in Russia. Help companies define their needs and objectives prior to the arrival of the interns.

5. n/a

6. Expand-offer more internships. There is a great need for people like us there.

7. Get a hold of the KPMG & Price Waterhouse Guides for investment in Poland. These are the ***best*** resources for business people entering Poland.

8. Restructure program--we can read about the historical and political stuff. Spend 80% of the time on language and living issues.

9. Better communication with company to have specific job descriptions ready.

10. a). Strengthen the orientation program.

b). Have a native language speaker in our "team".

11. n/a

12. Give better orientation about the purpose of the program.

The Program's Impact on You

11. Please comment on what impact the program has had on you. Please rate each of the following using a scale from 1 to 5 where 1=Poor and 5=Very Good.

	Very Good				Poor
	5	4	3	2	1

A. Knowledge of general business. Average= 4.1

1. 5

2. 4

3. 5

4. 3-Rudimentary

5. 5

6. 3-I was already entrenched in business

7. 5

8. 4

9. 4

10. 4

11. 4

12. 3-Already had knowledge.

B. Knowledge of international business. Average= 4.3

1. 5

2. 4

3. 4

4. 5

5. 3-It was domestic-oriented

6. 4

7. 5

8. 4

9. 5

10. 5

11. 3-Companies I worked for wee involved in domestic market.

12. 5

C. Technical skill (e.g. develop an accounting system, write a business plan).
Average= 4.1

1. 4
2. 4
3. 5
4. 4
5. 5
6. 5
7. 5
8. 3
9. 2-Already had the skills.
10. 4
11. 5
12. 3-Didn't do anything that I had working knowledge of prior.

D. Consulting skills. Average= 4.3

1. 5
2. 4
3. 4
4. 5
5. 3-It was a Fortune 500 company
6. 5
7. 5
8. 4
9. 2-I didn't feel I was a consultant--we were learning more than we were teaching.
10. 4
11. 5
12. 5

E. Ability to work with individuals of another culture. Average= 4.6

1. 5
2. 5
3. 5
4. 4
5. 3-I've had a lot of experience with other cultures
6. 5
7. 5
8. 4
9. 5
10. 5
11. 4
12. 5

12. What are the most important things you learned from your experience?

1. Problem-solving skills, communication skills, gave me breadth of business concepts.
2. I learned a lot: You have to observe the entire environments before making conclusions. Learned to deal with an incredible ego-maniac. don't deal with personal aspects, but with business aspects.
3. Learned what my skills were. Learned how to interact with people of another culture.
4. To identify underlying objectives (e.g. "hidden agenda") of people you are dealing with. The importance of relaying Western concepts with concrete examples. The role that a different environment has in doing business.
5. Technical knowledge, public relations, balance at work and private life.
6. Set me on my career goals. Learned a lot about human aspects of business.
7. Managing in a highly unstructured environment.
8. Great people--with difficult challenges, but not afraid to change.

9. I learned a lot about Proctor and Gamble and the culture.

10. The importance of personal relationships in business.

11. Consulting skills. Polish culture and history.

12. Cultural aspects-survival skills of a different environment.

13. How has your experience in the program influenced your thinking about your career in business?

1. Provided a greater confidence to be more entrepreneurial. Increased my interest in international business.

2. I don't want to own my own firm. I want to pursue a career in consulting.

3. I will pursue international work.

4. I plan on going back to Russia. I realized how important it is to develop financial services there.

5. Confirmed my intention to go into sales and marketing.

6. I definitely want to go into consulting, I wasn't sure before.

7. I'm staying with the company I interned with. My long term interest is staying in Eastern Europe.

8. Made me broaden my base.

9. I want an international based career. I'm se on working in marketing.

10. Has removed any apprehension I had about conducting business overseas.

11. Will definitely go international.

12. Didn't change dramatically, but I would feel more comfortable in an international opportunity.

14. Has your experience in the program influence your course selections? _____Yes _____No If yes, how?

1. n/a

2. No

3. Yes-I prepared myself with international accounting

4. Yes-Looking more at finance courses

5. No-I chose my classes before the internship.

6. Yes-Planning to take corporate strategy.

7. n/a

8. No-2nd year

9. Yes-I added 2 international business courses.

10. Yes

11. Yes-Taken more international business classes.

12. No-I graduated.

15. In what other ways has the experience influenced you?

1. n/a

2. Made me a lot more independent, gave me self-confidence. it was difficult, but I really enjoyed it.

3. Experience of a life time for my family and I.

4. n/a

5. I'm leaning toward returning to Europe (where I am from).

6. It's given me a better understanding of how politics and social norms influence business-I have more insights about the effects of culture on business. I met B School students I would not have met otherwise.

7. n/a

8. Great new friends

9. n/a

10. I chose international business courses.

11. n/a

12. Be more sensitive to when foreigners come to this country.

16. To what extent do you believe your Domestic MBA Corps experience will help you with future employment opportunities?

A Great Deal	Quite A Bit	Somewhat	Not Too Much	Not At All
(5)	(4)	(3)	(2)	(1)

A. *If rated "somewhat", "a little" or "not at all", please explain.* Average= 3.9

1. 1-I already had a job offer prior to the internship.
2. 5
3. 5-It's been the key factor in the jobs that I am seeking.
4. 4
5. 5
6. 3-I was already entrenched in business.
7. 3-Previous experience already qualified me for my future job.
8. 4
9. 4
10. 5
11. 4
12. 4

B. How do you think it will help you?

1. n/a
2. Jobs I want are more entrepreneurial-it helps me show that I am innovative and capable.
3. Gave me a chance to know what I wanted and what I need to do.
4. Gained valuable experience in finance in Russia.
5. I expect to be placed in a more favorable position with companies.
6. International experience on my resume. Made great contacts. Companies I've interviewed with have been impressed by the experience. The Polish company offered me a job after I graduate.
7. Proves I can work effectively in this environment.
8. The more skill sets--the more qualified--the greater the opportunities.

9. Because it gave me international experience--strengthened my resume.

10. The value of the experience was explicitly mentioned to me by a potential employer.

11. It's broadened me, given me international skills.

12. n/a

17. What impact did your work have on the company? Give specific examples.

1. Prepared business plan and financial projections-helped them understand where the company was going and opened their eyes up-they were very pleased with the work that was done. Helped them understand what investors are looking for.

2. a) Set up project monitoring system-helped them chart their projects and view them in a framework. b) Set up accounting and financial system-them had no idea how to allocate expenses and profits. c) Worked on an architectural design competition which they ultimately won.

3. May have saved the company. We re-structured company, presented debt restructuring plan for bank, ultimately found investment capitol for the company.

4. Helped develop an organized strategy for growth and expansion. Developed business prospectus to raise investment funds for expansion. Put them in touch with a western investment company.

5. I prepared a detailed 3 month implementation plan involving hundreds of people. This plan had been approved and implemented. I analyzed product supply models and convinced management to take different strategy.

6. Brought them a unique perspective on American culture. Reorganized business structure, resulted in significant personal changes and had strong impact on company. Gave them a clearer business perspective about publishing. Set up marketing department, hired new people.

7. 2 companies on the verge of receiving a total of over $2 million base on my efforts.

8. Professionalism--quality of work. Organizational structure--inside & outside sales force. Financial planning--negotiations with Computerland & PAAF.

9. I planned a product launch for a dishwashing liquid--my work had an impact on that trend. I also worked on competitive analysis.

10. a). I prepared them for more interfacing with western businesses by preparing a 40 page presentation which the director presented to the U.S. Defense Department.

b). I was able to provide technical expertise for aerospace projects.

11. Broad consulting project-I helped the company be more efficient

12. a. Transferred business skills of consulting and business plan writing to Moisey Karatonov, who is in charge of business plans and approaching western investors for individual business planners within TsAGI. Spent a few hours a day with him discussing, interviewing, writing, etc.

b. Increased the comfort and knowledge of dealing with western business people of many different TsAGI employees in the international department. Rewrote/critiqued letters, grants and other correspondence, helped make contacts in the west for various reasons, discussed practices such as reserving hotels, trouble shoot problems with electronic money transfers.

c. Helped TsAGI gain realistic expectations of their chances for western investment in near future and suggested an action plan. Made a very significant contact in Moscow with a representative for the U.S. Nunn-Lugar Fund that resulted in a high level meeting at TsAGI between these Nunn-Lugar reps and TsAGI. This meeting was critical in defining the future potential for U.S. assistance to TsAGI through Nunn-Lugar.

d. TsAGI can use their affiliation with the UM Business School to gain credibility when dealing with foreign delegations. It's one more selling point in their ability to deal with the West.

18. Please provide your overall assessment of the program. Discuss what impact the program has had on you. Please rate each o the following using a scale from 1 to 5 where 5=Strongly agree and 1=Strongly disagree.

A. I learned a lot professionally from the experience. Average= 4.7

1. 5
2. 5
3. 4
4. 4
5. 5
6. 5
7. 5

8. 4

9. 5

10. 5

11. 5

12. 4

B. I learned a lot personally from the experience. Average= 4.8

1. 5

2. 5

3. 5

4. 5

5. 4

6. 5

7. 4

8. 5

9. 5

10. 5

11. 5

12. 5

C. I was able to make a significant contribution. Average 4.3

1. 5

2. 5

3. 5

4. 3

5. 5

6. 5

7. 4

8. 4

9. 4

10. 5

11. 4

12. 3

D. My expectations for the program were met. Average= 4.4

1. 5

2. 5

3. 4

4. 2-Would have liked to see more concrete results.

5. 5

6. 5-They were exceeded.

7. 4

8. 4

9. 5

10. 5

11. 4

12. 5

E. The MBA Corps Program is well managed. Average= 3.8

1. 4

2. 3-See my previous comments.

3. 4

4. 4

5. 3-Difficult to say because of heavy involvement at P & G.

6. 4-It's understaffed, causing communications lag.

7. 5

8. 4

9. 5

10. 4

11. 3-Improve communication with the company.

12. 3-The orientation lacked depth, travel plans were poorly communicated and frustrating. The support once in Russia was minimal. Turn-around on requests was several weeks to months is some cases. Some of this was due to mail problems, but in one case, my package was mailed to the wrong place.

F. I would recommend the program to interested MBA students. Average= 4.92

1. 5

2. 5

3. 5

4. 5

5. 5

6. 5

7. 5

8. 4

9. 5-I've recommended it to everyone who has asked me.

10. 5

11. 5

12. 5

Your Background

This last set of questions asks you about your educational background and work experience.

19. Was your undergraduate major or concentration?

6. 4-It's understaffed, causing communications lag.

7. 5

8. 4

9. 5

10. 4

11. 3-Improve communication with the company.

12. 3-The orientation lacked depth, travel plans were poorly communicated and frustrating. The support once in Russia was minimal. Turn-around on requests was several weeks to months is some cases. Some of this was due to mail problems, but in one case, my package was mailed to the wrong place.

F. I would recommend the program to interested MBA students. Average= 4.92

1. 5

2. 5

3. 5

4. 5

5. 5

6. 5

7. 5

8. 4

9. 5-I've recommended it to everyone who has asked me.

10. 5

11. 5

12. 5

Your Background

This last set of questions asks you about your educational background and work experience.

19. Was your undergraduate major or concentration?

Business Economics
Engineering Other_____

1. Business
2. Architecture
3. Business
4. Political Science
5. Psychology
6. Political Science
7. Engineering
8. Business
9. English
10. Engineering
11. Economics
12. Engineering

20. How many years of work experience did you have prior to enrolling in the MBA Program at the University of Michigan?

1. 5 1/2
2. 2
3. 3 1/2
4. 7
5. 2
6. 4
7. 4
8. 4.5
9. 1 1/2
10. 7
11. 4

12. 5

21. What was the type of business of your previous employer (e.g., accounting firm, manufacturing)?

1. Banking
2. Banking
3. Manufacturer
4. Journalism and small business development and advice
5. Navy
6. Saks Fifth Avenue.
7. U.S. Air Force
8. NCR/AT&T-computers
9. Publishing
10. NASA
11. Commercial banking
12. Technical information provider-service

22. What was the approximate size of the company where you were previously employed (e.g., how many people were employed by the company)?

Very Small(<10)
Small (11-100)
Medium(101-1000)
Large(1002+)

1. Large
2. Large
3. Large
4. Large
5. Large
6. Large

7. Large

8. Large

9. Small

10. Large

11. Large

12. Medium

23. What was your previous job (e.g., accountant, marketing rep, engineer)?

1. Loan Officer

2. Facilities Manager

3. Zone Manager (consultant)

4. Journalist

5. Trainer

6. Associate Buyer

7. Development Team Manager

8. Financial Analyst

9. Production Assistant

10. Engineer

11. Assistant Investment Portfolio Manager

12. Marketing Representative

24. Prior to participating in the Domestic MBA Corps Program, how much previous experience did you have with a non-profit agency?

None A little Some Quite a Bit A Great Deal

1. A little

2. None

3. None

4. A great deal

Appendix E

Information for FIPSE

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Information for FIPSE

1) What forms of FIPSE assistance were helpful? How can FIPSE more effectively work with projects?

We found the Annual Grantee Conference held in October in Washington very valuable and useful. The sessions with the project monitor were especially noteworthy, in that they enabled a discussion of a wide range of issues that were of interest to our work.

The break-out sessions were also very useful in that they offered an opportunity to gain a broader insight from the diverse FIPSE programs. In fact, the Domestic MBA Corps (which is discussed in our report as a direct outcome of the International MBA Corps) was initiated as a result of discussions at a break-out session with another FIPSE grantee.

We also found our project monitor, Sandra Newkirk, to be very helpful. She was always available and responsive, whether on the phone or in face-to-face meetings. Sandra offered much useful advice that helped make our project a success.

2) What should FIPSE staff consider in reviewing future proposals in your area of interest? What are the emerging directions? What are the key considerations, given your type of project?

A key emerging direction in community service is the utilization of professional graduate students from disciplines such as business administration, engineering, public policy, and economics, in service-learning positions with non-profit community development agencies. Indeed, the Michigan Business School's MBA Domestic Corps has had significant success in its three years of sending MBA student consultants to work with non-profit agencies in diverse communities ranging from the inner city of Detroit to the Navajo reservation.

We feel that FIPSE evaluators may not fully appreciate the significance that such internships can have on capacity-building among non-profit agencies. A recent proposal based on the Domestic MBA Corps concept which was submitted by the Michigan Business School to FIPSE was turned down -- largely because the reviewers felt that the $10,000 stipend provided to each student for the four-month internship was too generous.

This viewpoint does not fully understand the value of the service offered by MBA students, nor does it take into account market realities -- namely that most MBA students from the University of Michigan obtain corporate summer internships that pay at least $14,000 for the same time period. Furthermore, the proposed $10,000 stipend is funded by private donations solicited by the Michigan Business School, while the requested FIPSE funds were to be used for administrative purposes only.

It is important to realize that the level of skills offered by MBA students -- all of whom have had several years of industry experience prior to enrolling at the Michigan Business School -- is more advanced and of a much higher professional caliber than the typical services provided by an undergraduate student. Therefore, in order to attract talented MBA students, and in order not to discourage students from relatively poorer economic backgrounds, it is imperative that the summer stipends offered by the service learning internships approach the value of the stipends provided by corporate internships -- especially in light of the fact that many students rely on the moneys they earn during the summer to finance the high costs of their graduate education.

We hope that FIPSE takes these market realities into account when considering future proposals that seek to utilize graduate professional students in community service programs.